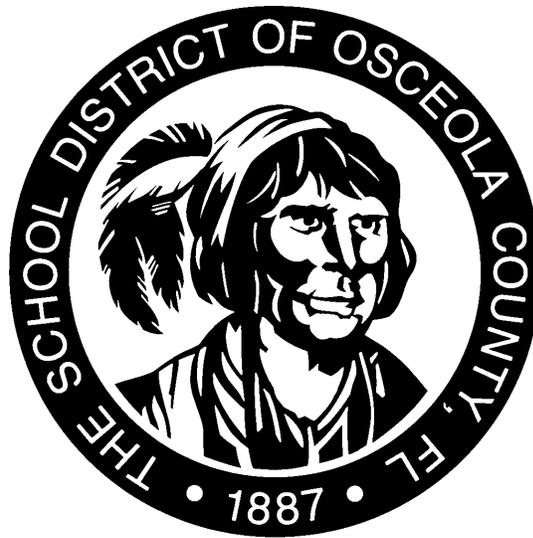


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**THE SCHOOL DISTRICT OF  
OSCEOLA COUNTY, FLORIDA**

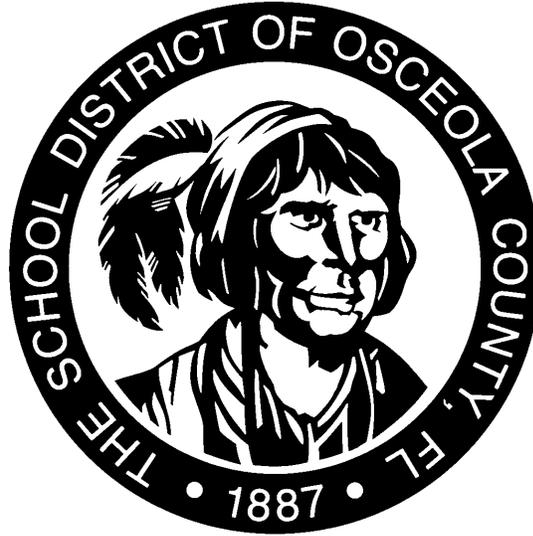


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**2001-2002  
PUPIL PROGRESSION PLAN**

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**THE SCHOOL DISTRICT OF  
OSCEOLA COUNTY, FLORIDA**



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**2002-2003  
PUPIL PROGRESSION PLAN**

**Effective July 01, 2002**

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**THE SCHOOL DISTRICT OF  
OSCEOLA COUNTY, FLORIDA**



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**2002-2003  
ELEMENTARY SCHOOL  
PUPIL PROGRESSION PLAN**

**Grades K-5**

**Effective July 01, 2002**

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**THE SCHOOL DISTRICT OF  
OSCEOLA COUNTY, FLORIDA**



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**SCHOOL BOARD MEMBERS**

**CHAIRMAN**

David E. Stone

Thomas Chalifoux

Tom Greer

Michael E. Harford

Judith A. Robertson

**SUPERINTENDENT**

Blaine Muse

**THE SCHOOL DISTRICT OF  
OSCEOLA COUNTY, FLORIDA**

**PUPIL PROGRESSION PLAN TASK FORCE**

Terry Andrews, Assistant Superintendent  
**CURRICULUM AND INSTRUCTION**

Angela Marino, Coordinator  
**OFFICE OF PLANNING AND EVALUATION**  
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John Boyd, Instructional Research and Evaluation Specialist  
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**ELEMENTARY COMMITTEE**

Beverly Brizendine, Director of Elementary Programs  
Melba Luciano, Principal, Central Avenue Elementary  
Linda Harwood, Principal, Highlands Elementary

**MIDDLE SCHOOL COMMITTEE**

Annalee Meadows, Director of Secondary Programs  
Penny Noyer, Principal, Horizon Middle School  
Dan Parker, Principal, St. Cloud Middle School

**HIGH SCHOOL COMMITTEE**

Annalee Meadows, Director of Secondary Programs  
Jim Kish, Director of Technical and Adult Education  
Michael Brizendine, Principal, Poinciana High School  
George Sullivan, Principal, St. Cloud High School  
Sonia Vazquez, Coordinator of Charter and Choice Schools

**SPECIAL PROGRAMS COMMITTEE**

Penny Collins, Director of Exceptional Student Education  
Dalia Medina, Coordinator of Multicultural Education  
Don L. Miller, Director of Special Programs  
Beth Rattie, Coordinator of Alternative Programs  
Sonia Vazquez, Coordinator of Charter and Choice Schools

**TABLE OF CONTENTS**

1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25  
26  
27  
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31  
32  
33  
34  
35  
36  
37  
38  
39  
40  
41

<b>I.</b>	<b>ENTRY AND ATTENDANCE REQUIREMENTS</b>	<b>1</b>
A.	Initial Entry Requirements	1
1.	Evidence of Age	1
2.	Health Requirements	2
a.	Certificate of Physical Examination	2
b.	Proof of Tuberculin Test	2
c.	Immunization	2
3.	Residency Requirements	3
B.	School Admissions	4
1.	Admission to Kindergarten	4
2.	Admission to Grade 1	4
C.	Placement of Transfer Students	5
1.	General Transfer Information	5
2.	Placement of Transfer Students – Kindergarten and Grade 1	5
3.	Placement of Transfer Students – Grades 2-5	6
4.	Students Who Are Not Residing with Their Natural Parents or Legal Guardian	7
5.	Student Custody	7
6.	Limited English Proficient (LEP) Students	7
7.	Students with Disabilities	8
a.	504 Students	8
b.	Exceptional Student Education (ESE) Students	8
8.	Home Education	8
D.	Attendance Guidelines	9
1.	Student Absences	10
a.	Excused Absences	10
b.	Permitted Absences	11
c.	Unexcused Absences	11
2.	Students with Disabilities	12
a.	504 Students	12
b.	ESE Students	13
3.	Hospital/Homebound Program	13
4.	Student Absences for Religious Reasons	13
E.	Student Withdrawals	14
1.	Student Withdrawals During the Last Two Weeks of the School Year	14

1		2. <u>Student Withdrawals for Enrollment in</u>	
2		<u>Home Education Programs</u>	14
3			
4	<b>II.</b>	<b><u>PROGRAM DESCRIPTION</u></b>	14
5		<u>A. Florida System of School Improvement and Accountability</u>	14
6		<u>Required Instruction</u>	15
7		<u>Goal 3: Student Performance</u>	16
8		<u>B. Special Programs</u>	17
9		<u>1. LEP Students</u>	17
10		<u>2. Dropout Prevention Program (DOP)</u>	18
11		<u>3. Gifted Education</u>	18
12		<u>4. Students with Disabilities</u>	19
13		<u>a. 504 Students</u>	19
14		<u>b. ESE Students</u>	19
15		<u>5. Home Instruction</u>	20
16			
17	<b>III.</b>	<b><u>PROMOTION</u></b>	20
18		<u>A. Student Performance Levels for</u>	
19		<u>Reading, Writing and Mathematics</u>	20
20		<u>1. Required Program of Study – Grades K-5</u>	21
21		<u>2. Teacher Judgment</u>	21
22		<u>3. Possible Grade Level Assessments</u>	21
23		<u>Kindergarten Indicators</u>	21
24		<u>Grade 1 Assessments</u>	22
25		<u>Grade 2 Assessments</u>	22
26		<u>Grade 3 Assessments</u>	22
27		<u>Grade 4 Assessments</u>	23
28		<u>Grade 5 Assessments</u>	23
29		<u>Promotion of ESE Students</u>	23
30		<u>B. Student Performance Level Charts</u>	23
31		<u>1. Kindergarten</u>	24
32		<u>2. Grade 1</u>	25
33		<u>3. Grade 2</u>	26
34		<u>4. Grade 3</u>	27
35		<u>5. Grade 4</u>	28
36		<u>6. Grade 5</u>	29
37		<u>C. Promotion to a Higher Grade Level</u>	30
38		<u>D. Academic Improvement Plan (AIP) Process</u>	30
39		<u>1. Steps for Implementing the AIP</u>	31
40		<u>2. LEP Students</u>	32
41		<u>3. Gifted Students</u>	33

1		4. Students with Disabilities	33
2		a. 504 Students	33
3		b. ESE Students	33
4		E. Remediation and Retention	33
5		Mandatory Retention	34
6		F. Exemption from Mandatory Retention (Good Cause)	35
7		G. Attendance for Promotion Grades K-5	36
8		H. Retention – Special Program Considerations	37
9		1. LEP Students	37
10		2. Students with Disabilities	37
11		a. 504 Students	37
12		b. ESE Students	37
13		I. Remediation Programs	38
14		1. Program Description	38
15		2. Grades K-5 Continuous Progress Program	40
16		J. Summer School	40
17		1. LEP Students	40
18		2. ESE Students	40
19		3. Home Education Students	40
20			
21		<b><u>IV. REPORTING STUDENT PROGRESS</u></b>	<b>41</b>
22		A. <u>Parent(s)/Guardian(s) – Written Notification</u>	
23		<u>Requirements</u>	41
24		B. <u>Report Cards</u>	41
25		C. <u>General Rules of Marking</u>	41
26		D. <u>Description and Definition of Marks</u>	42
27		E. <u>Guidelines for Grading and Reporting</u>	
28		<u>Academic Progress of LEP Students</u>	43
29		F. <u>District/ State Assessment Programs</u>	44
30		G. <u>Modifications of District/ State Assessment for</u>	
31		<u>Special Program Students</u>	44
32		1. LEP Students	44
33		2. Students with Disabilities	45
34		a. 504 Students	45
35		b. ESE Students	45
36		H. <u>Exemptions from District/State Assessment for</u>	
37		<u>Special Program Students</u>	45
38		1. LEP Students	45
39		2. Students with Disabilities	45
40		a. 504 Students	45
41		b. ESE Students	46

I. ENTRY AND ATTENDANCE REQUIREMENTS

All children who have attained the age of six (6) years or who will have attained the age of six (6) years by February 1 of any school year or who are older than six (6) years of age but who have not attained the age of sixteen (16) years are required to attend school regularly during the entire school term.

A. Initial Entry Requirements

1. Evidence of Age Amended 6/27/95

Florida Statute 232.03 requires that students enrolling in Kindergarten or the first grade must present evidence of their age. Evidence submitted shall be one from the following priority list:

- a valid birth certificate, or other document of birth,
certificate of baptism, with sworn affidavit, or
two-year old life insurance policy on child, or
Bible record, with sworn affidavit, or
passport\* showing age, or
affidavit of age sworn to by parent and a certificate of age signed by health officer, school physician or licensed physician.

Florida Statute 232.03
Evidence of date of birth required -
Before admitting a child to prekindergarten or kindergarten, the principal shall require evidence that the child has attained the age at which he or she should be admitted in accordance with the provisions of Section 232.01, Florida Statutes. The superintendent may require evidence of the age of any child whom he or she believes to be within the limits of compulsory attendance as provided for by law. If the first prescribed evidence is not available, the next evidence obtainable in the order set forth below shall be accepted:
(1) A duly attested transcript of the child's birth record filed according to law with the public officer charged with the duty of recording births;
(2) A duly attested transcript of a certificate of baptism showing the date of birth and place of baptism of the child, accompanied by an affidavit sworn to by the parent;
(3) An insurance policy on the child's life which has been in force for at least 2 years;
(4) A bona fide contemporary Bible record of the child's birth accompanied by an affidavit sworn to by the parent;
(5) A passport\* or certificate of arrival in the United States showing the age of the child;
(6) A transcript of record of age shown in the child's school record of at least 4 years prior to application, stating date of birth; or
(7) If none of these evidences can be produced, an affidavit of age sworn to by the parent, accompanied by a certificate of age signed by a public health officer or by a public school physician, or, if neither of these shall be available in the county, by a licensed practicing physician designated by the school board, which certificate shall state that the health officer or physician has examined the child and believes that the age as stated in the affidavit is substantially correct.

\*If a passport or immigration document is used as evidence of age, it may not be duplicated. Only a notation may be placed in the student's record. Adopted 6/27/00.

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**2. Health Requirements – Initial Entry**

**a. Certificate of Physical Examination** *Amended 6/30/92*

A certificate of a physical examination within the twelve-month period immediately proceeding enrollment shall be presented before a child is allowed to attend classes. The certificate shall be signed by a licensed practicing physician, or an Advanced Registered Nurse Practitioner certifying that the pupil has no contagious or communicable disease which would warrant the pupil’s exclusion from public schools. A Physician’s Assistant operating under the supervision of Osceola County Public Health Director may also sign the certificate. *Amended 6/27/95*

Students, other than children of military personnel, transferring from a foreign country must possess an examination certificate issued within the United States.

**Exceptions:**

- The pupil was previously enrolled in a Florida school.
- Parental objections on religious grounds are in writing.

**b. Proof of Tuberculin Test**

Any enrollee returning from an area outside of the Continental United States, regardless of grade level, must present evidence of a Tuberculin test, with a negative reading, administered within the last twelve months before class attendance will be allowed. A student who has a positive reading on any Tuberculin test will be required to submit to a chest X-ray. The student will not be allowed to enroll until a licensed physician certifies that the student may attend class. *Amended 7/23/91, 6/27/95 & 7/21/98*

For purposes of this rule the following United States territories are considered to be a part of the Continental United States:

- America Samoa
- Guam
- Puerto Rico
- Trust Territories of the Pacific
- Virgin Islands

**c. Immunization** *Amended 7/21/98*

Each pupil who is otherwise entitled to admittance to an Osceola County School, shall be required to present a certificate of immunization on a Florida form, showing that the student has received inoculations for those communicable diseases for which immunization is required by the Division of Health, and Florida Statute 232.032.

**DRAFT PENDING BOARD APPROVAL**

Students who have not received the required immunizations as stipulated by state law and who have not received a statutory exemption will be temporarily excluded from school until such immunizations have been administered.

*Adopted 9/7/99*

**Required Immunizations:**

- five (5) DP’s
- four (4) Polio
- ~~one (1) MMR (If taken at twelve (12) months or older)~~ two (2) MMR’s (First dose is valid if given on or after first birthday.) *Amended 9/7/99, 6/27/00, 6/19/01, & 07/01/02*

**Pre-K** *Amended 07/01/02*

All required immunizations appropriate to age, including the Hepatitis B, Varicella (Chicken Pox), and Haemophilus Influenza Type B (HIB). Varicella vaccine is not required if a child has documentation of a history of varicella disease. A second MMR is not required if the student is under age four (4).

**Kindergarten – Grade 1** *Amended 07/01/02*

All required immunizations ~~and a second MMR~~ and Hepatitis B (series of 3) and Varicella. Varicella vaccine is not required if a child has documentation of a history of varicella disease.

**Grades 1-3 2-4** *Amended 07/01/02*

All required immunizations ~~and a second MMR~~ and Hepatitis B (series of 3)

**Grades 4-5** *Amended 07/01/02*

All required immunizations ~~and a second MMR~~

**Exceptions may be granted as follows:**

- parental objections in writing on religious grounds,
- written certification for exemption for medical reasons by a competent medical authority or the Division of Health.

**3. Residency Requirements** *Amended 6/29/93 & 6/27/95, Revised 7/21/98*

A resident parent or guardian admitting a pupil to an Osceola County School shall produce **two (2) documents from the following categories:**

- mortgage document, rental or lease agreement, property tax records;
- notarized statement signed by the owner of the home in which the parent resides with supporting documents from the owner such as a mortgage, rental or lease agreement, or property tax records;
- current utility bill;
- income tax records;

- proof of receipt of government benefits.

If false and/or misleading information is presented in order to meet residency requirements, the child falsely registered shall be subject to immediate withdrawal from Osceola District Schools and required to register in the school in the assigned attendance zone or in the case of an out-of-district child, a school in the district of residence.

Any person knowingly providing false and/or misleading information may be liable for criminal charges under Florida Statutes.

**B. School Admissions**

**1. Admission to Kindergarten**

Children must attain the age of five (5) years on or before September 1 of the school year for which admission to kindergarten is sought. (*Florida Statute 232.01*)

**2. Admission to First Grade**

Children must attain the age of six (6) years on or before September 1 of the school year for which admission to first grade is sought or at any time thereafter, provided the child has demonstrated a readiness to enter the first grade in accordance with rules adopted by the State Board of Education. (*Florida Statute 232.01*)

*Florida Statute 232.01*

***Regular school attendance required between ages of 6 and 16; permitted at age of 5; exceptions:***

- (1)(a) *All children who have attained the age of 6 years or who will have attained the age of 6 years by February 1 of any school year or who are older than 6 years of age but who have not attained the age of 16 years, except as hereinafter provided, are required to attend school regularly during the entire school term.*
- (b) *Any child who has attained the age of 6 years on or before September 1 of the school year and who has enrolled in a public school or who has attained the age of 6 years on or before September 1 and has satisfactorily completed the requirements for kindergarten in a nonpublic school from which the district school board accepts transfer of academic credit, or who otherwise meets the criteria for admission or transfer in a manner similar to that applicable to other grades, shall progress according to the district's pupil progression plan. However, nothing in this section shall authorize the state or any school district to oversee or exercise control over the curricula or academic programs of nonpublic schools.*

No student shall be admitted to the first grade who has not attended kindergarten in a public school or satisfactorily completed kindergarten in a non-public school from which the district School Board accepts transfer of academic credit.

Any student presented for grade 1 enrollment who has successfully completed Kindergarten in a non public school which permitted entry earlier than the state minimum requirement (5 years old on or before September 1 of the school year) shall be enrolled in Kindergarten until such time as the student has demonstrated a readiness to enter the first grade.

C. Placement of Transfer Students

1. General Transfer Information

The school principal will determine placement of a student who transfers from other countries, counties, states, private schools or from a home education program. If a student transfers from a school or program other than a regionally accredited institution or with inadequate or incomplete records, placement will be based upon the information available, including any or all of the following:

- student's age,
a review of all existing school records and home education records (e.g., student portfolio, annual evaluations),
a review of the previous educational program including, but not limited to, time spent in a program and curriculum requirements of the program,
a test on grade level or individual subject-area objectives or competencies to be identified by the principal,
an interview with the student and/or the parent(s)/guardian(s) by the principal or designee(s),
teacher judgment of classroom performance during a probationary period to be established by the principal.

2. Placement of Transfer Kindergarten and First Grade Students

Dates for the legal public school minimum entry age by state and territory (provided by the Florida Department of Education) should be used in accepting kindergarten and first grade transfer students according to State Board Rule 6A-1.0985.

State Board Rule 6A-1.0985
6A-1.0985 Entry into Kindergarten and First Grade by Out of State Transfer Students.
(1) Any student who transfers from an out-of-state public school and who does not meet regular age requirements for admission to Florida public schools shall be admitted upon presentation of the data required in subsection (3).
(2) Any student who transfers from an out-of-state nonpublic school and who does not meet regular age requirements for admission to Florida public schools may be admitted if the student meets age requirements for public schools within the state from which he or she is transferring and if the transfer of the student's academic credit is acceptable under rules of the school board. Prior to admission, the parent or guardian must also provide the data required in subsection (3)

- (3) *In order to be admitted to Florida schools, such a student transferring from an out-of-state school must **provide the following data:***
- a. Official documentation that the parent(s) or guardian(s) was a legal resident(s) of the state in which the child was previously enrolled in school;*
  - b. An official letter or transcript from proper school authority which shows record of attendance, academic information and grade placement of the student;*
  - c. Evidence of immunization against communicable diseases as required in Section 232.032, Florida Statutes;*
  - d. Evidence of date of birth in accordance with Section 232.03, Florida Statutes; and*
  - e. Evidence of a medical examination completed within the last twelve (12) months in accordance with Section 232.0315, Florida Statutes.*

Clarification of placement procedures for transfer kindergarten and first grade students from other states or countries is available through the Department of Student Services.

**3. Placement of Transfer Students – Grades 2-5** *Amended 07/01/02*

A student in grades 2-5 who transfers from any other public school in the United States or a foreign country is placed in comparable classes and all records from the previous school are accepted.

~~**Non-Residents of Florida – Definition** *Amended 6/27/95*~~

~~For the purpose of this section a non-resident is defined as a person whose primary residence is outside the State of Florida.~~

~~**Tuition** Pupils in kindergarten through the twelfth grade, whose parent, parents or legal guardians are nonresidents of Florida but are American Citizens, shall be charged a tuition fee of \$50 (cash only), payable at the time the pupil is enrolled. This tuition shall not be refundable.~~

~~The tuition shall be paid at the County School Board Office. Pre-numbered receipts shall be issued upon payment of fee, and each receipt shall show name of pupil, name of parent, date, purpose, name of district, and signature of individuals receiving payment.~~

~~**Exceptions shall be as follows:**~~

- ~~■ the student was previously enrolled in a public school in Florida during the current school year, or~~
- ~~■ the student is in a certified exchange program, or~~
- ~~■ the parent is a migratory agricultural worker, or~~
- ~~■ the parent is currently on active military duty.~~

1                   **4. Students Who Are Not Residing with Their Natural Parents or**  
2                   **Legal Guardians**

3  
4                   Any student wishing to enroll in school who is not residing with his or her  
5                   natural parent or legal guardian shall have the responsible adult with whom  
6                   the student is living sign an Affidavit of Responsibility form available through  
7                   Student Services at the District Office.

8  
9                   The responsible adult shall present proof that he or she has parental consent or  
10                  legal right to accept responsibility. Parental consent shall be notarized.

11  
12                  **5. Student Custody**

13  
14                  Any person or agency who has been given exclusive care, custody, or control  
15                  over any student by order of any court having jurisdiction to enter such order,  
16                  may provide a certified or otherwise authenticated copy of such order,  
17                  Marriage Certificate, or other extraneous criteria not covered by specific rule,  
18                  to the principal of the school in which each student is enrolled. The order  
19                  shall be placed in the student’s official records and thereafter such person or  
20                  agency shall be recognized for all purposes as the sole parent or guardian of  
21                  the student until such time as subsequent or additional orders changing such  
22                  status are likewise provided.

23  
24                  Implementation: 232.04, 232.01, 232.031, 232.032, 320.38, 322.031; SBR 6A-198; 228.212,  
25                  316.003 (62); 228.041 (1) (a), 228.061 (2); F.S; SBR 6A-6.311 and 6A.6341 and 230.23 (4)  
26                  (m), F.S.

27  
28                  **6. Limited English Proficient (LEP) Students**

29  
30                  For a student identified as Limited English Proficient (LEP) and transferring  
31                  from a school in another country, placement must comply with appropriate  
32                  procedures for students in the English for Speakers of Other Languages  
33                  (ESOL) programs found in the *ESOL Program Procedures*.

34  
35                                  **Home Language Survey (HLS) Responses/Assessment Criteria**

- 36                                  ▪ A student with all NO responses on the HLS is considered non-  
37                                  Limited English Proficient (LEP).  
38                                  ▪ A student with any YES response is referred for additional  
39                                  English language proficiency assessment.  
40                                  ▪ A student with a YES response to question #1 only is  
41                                  **temporarily** placed in general education classes until English  
42                                  proficiency assessment occurs.  
43                                  ▪ A student with more than one YES response is temporarily  
44                                  placed in basic ESOL classes until English language  
45                                  proficiency assessment occurs.  
46                                  ▪ The state-approved age-appropriate IDEA Language  
47                                  Proficiency Test is used to assess oral/aural English ability and

is to be administered within the first 20 days after the registration date.

7. Students with Disabilities

a. 504 Students

A transferring 504 student is a student who was previously enrolled in any other school or agency with an active 504 plan and who is enrolling in a Florida school district. Upon notification that a transferring student is one with an active 504 Plan, the receiving school must review the existing 504 Plan and must revise as needed.

b. Exceptional Student Education (ESE) Students

- A transferring ESE student is one who was previously enrolled as an ESE student in any other school or agency and who is enrolling in a Florida school district or in an educational program operated by the Exceptional Student Education Department through grants or contractual agreements.
- An ESE student who is transferring from one Florida public school district to the School District of Osceola County who has a current Individual Education Plan including Gifted Students (IEP/GEP) will be placed in the appropriate educational program(s) consistent with the plan. The receiving school **must** review and may revise the current IEP/GEP as necessary.
- An ESE student who is transferring from an out-of-state public school and has a current IEP as well as evaluation data necessary to determine that the student meets Florida’s eligibility criteria for special programs will be placed immediately in the appropriate educational programs(s) without temporary assignment. An ESE student who is transferring from another state and does not meet the district’s criteria for dismissal from an ESE program will also be placed immediately in the appropriate educational program(s) without temporary assignment. In both cases, the receiving school **must** review the current IEP and may revise the document as necessary.

8. Home Education

Students who are participating in a home instruction program in accordance with FS 232.0201 may be admitted to public school on a part-time basis. *Adopted 9/17/96*

- Students in home education who wish to attend public school must have met all criteria for a home education program during the entire semester

1 immediately prior to the time of admission, meet the same registration  
2 requirements as full-time students, and enroll for and attend at least one  
3 (1) regularly scheduled class period at the zoned school. Such students  
4 must register prior to the start of the semester they will attend. Full-time  
5 students will be given priority in course registration. Home-schooled  
6 students who are excluded from a class/course at their zoned school due to  
7 space limitations may attend another school if space in that class/course is  
8 available. *Adopted 9/17/96, Amended 6/19/01*

- 9
- 10       ▪ The Board is not responsible for the transportation of students in a home  
11 education program to or from the school. The school principal will  
12 establish the time and place for arrival and departure of home education  
13 students. Students who attend school on a part-time basis are subject to all  
14 applicable rules and regulations pertaining to full-time students.  
15 *Adopted 9/17/96*
- 16
- 17       ▪ Home education students are eligible to participate in interscholastic  
18 extracurricular student activities. The school principal will establish  
19 guidelines for participation pursuant to Florida Statute 232.425 (3)(c), and  
20 these guidelines will be made available to home education students  
21 choosing to participate in interscholastic extracurricular activities.  
22 *Adopted 07/02/96*
- 23

#### 24 **D. Attendance Guidelines**

25  
26 School attendance is the direct responsibility of parent(s)/guardian(s) as required by  
27 Florida Statute 232.09. All students are expected to attend school regularly and to be  
28 on time for classes in order to benefit from the instructional program and to develop  
29 habits of punctuality, self-discipline, and responsibility.

##### 30 **Responsibility for Attendance**

- 31
- 32       ▪ Each parent of a child within the compulsory attendance age shall be responsible  
33 for such child's school attendance as required by Florida Statutes 232.09.
- 34
- 35       ▪ Whenever a child of compulsory attendance age is absent without the permission  
36 of the person in charge of the school, the parent of the child shall report and  
37 explain the cause of such absence to the proper person at each school, as provided  
38 in Florida Statute 232.10.
- 39
- 40       ▪ Notes or telephone calls from parent(s)/guardian(s) are required either before or  
41 after an absence. It is the responsibility of the student to make up work missed  
42 because of absences. Students receiving out-of-school suspension **must** be  
43 assigned schoolwork that will cover content and skills taught during the duration  
44 of the suspension. Students are given one day for each absence to complete  
45 makeup work unless unusual circumstances indicate an extension. The principal  
46 or designee must approve any extension.
- 47

- The Superintendent may delegate the enforcement of compulsory school attendance and child welfare to attendance personnel as provided in Florida Statute 232.16.

**Reporting Procedures**

- It shall be the responsibility of the principal and the teacher to encourage regularity of attendance and punctuality, and to check student attendance as prescribed below.
- The principal shall be responsible for the administration of attendance rules and procedures and for the accurate reporting of attendance in the school under his direction. All officials, teachers and other employees shall keep records and shall prepare and submit all reports that may be required by law and State Board Regulation 6A-1.044.
- Attendance checks shall be made as early in the day as practicable. Students who are not present in school at the time attendance is checked shall be marked absent for the day unless presence is verified by attendance personnel. (This is not to be confused with class attendance). All absences whether "excused, or "permitted", or "unexcused", shall be recorded each day.

**1. Student Absences**

Non-attendance in a class shall be considered an absence unless the student is participating in a school activity. Absences shall be classified as:

**a. Excused Absences**

Absences shall be excused for the following reasons:

- illness or injury of the student,
- illness, injury, or death in the immediate family of the student.  
The immediate family shall be defined as listed in the United States Internal Revenue Service guidelines.

If there is a reasonable doubt concerning the illness claimed, the principal shall be authorized to require a statement from an accepted medical authority. Failure to comply with this requirement shall result in the absence being "unexcused."

The Principal of a school shall have sole discretion as to how absences shall be reported to the school. The parent or legal guardian shall report absences through a telephone call, a handwritten note, or both as determined by the Principal. *Adopted 6/19/01*

In cases of excused absences, the student shall be allowed to make up the work and teachers of the students shall give every reasonable assistance.

1 Make-up work shall be completed during a period of time equal to at least  
2 twice the time for which the absence is excused, unless the teacher allows  
3 more time.  
4

5 **b. Permitted Absences**  
6

7 “Permitted” absences may be granted. Only the principal shall have the  
8 authority to grant “permitted” absences and then only after he or she has  
9 considered the merits of each case. It shall be the principal’s responsibility to  
10 give to the parents a copy of the School Board rules pertaining to permitted  
11 absences.  
12

13 Arrangements for make-up work shall be made in advance with the instructor  
14 of classes to be missed. The student shall assume complete responsibility for  
15 the make-up work. The teachers shall cooperate by making assignments,  
16 grading materials, and recording grades. The teacher shall set a timeline for  
17 receiving the student’s work for credit, and this timeline will not exceed twice  
18 the number of days of absence.  
19

20 **Examples of situations warranting “permitted” absences include:**

- 21 ■ attendance at an important public function,
- 22 ■ attendance at church meetings, or observances of religious  
23 holidays,
- 24 ■ travel with parents in urgent circumstances,
- 25 ■ attendance at non-school conventions or conferences,
- 26 ■ other situations with parental permission and the approval of the  
27 principal, or
- 28 ■ participation in a non-instructional activity.  
29

30 **A student who wishes to participate in a non-instructional activity must:**

- 31 ■ meet the academic requirements as set forth by the School Board,
- 32 ■ make arrangements, in advance, with the teacher for missing  
33 classes, and
- 34 ■ accept the responsibility for making up time and work.  
35

36 **c. Unexcused Absences**  
37

38 All absences other than “excused” or “permitted” shall be deemed  
39 “unexcused,” and a failing grade shall be recorded for the period of the  
40 “unexcused” absence, except when students who are suspended from school  
41 during grade period exams or semester exams, such students shall be allowed  
42 to make up these exams.  
43

- 44 ■ Upon each unexcused absence, the Principal or designee shall  
45 contact the student’s parent or guardian to determine the reason for  
46 the absence.  
47



1 record on the active 504 Plan. If the 504 committee determines that the  
2 absences are caused by the disability, the student’s placement must be re-  
3 evaluated as to the appropriateness of the current placement and the plan must  
4 address any additional strategies and/or interventions needed.  
5

6 If the 504 committee determines that the absences are not caused by the  
7 disability, the student is treated in the same manner as that for a general  
8 education student. Documentation of 504 Reevaluation meeting should be  
9 kept on file.  
10

11 **b. ESE Students**  
12

13 All exceptional students will follow regular education attendance procedures.  
14

15 In the case of an ESE Student with excessive absences, an IEP team meeting  
16 must be conducted to determine whether or not the absences are related to the  
17 student’s disability. If the IEP team determines that the excessive absences  
18 **are** related to the student’s disability, the IEP team must determine a  
19 reasonable course of action which may include the possible waiver of the  
20 attendance guidelines in determining grades as well as a change of placement.  
21

22 If the IEP team determines that the student’s excessive absences **are not**  
23 related to the student’s disability, the student is treated in the same manner as  
24 that for a general education student.  
25

26 **3. Hospital/Homebound Program**  
27

28 Parent(s)/guardian(s) may request that the principal consider eligibility for a  
29 hospital/homebound program for a student with an illness predicted by  
30 certified medical personnel to exceed 15 consecutive school days.  
31

32 **4. Student Absences for Religious Reasons**  
33

34 Students will be afforded an opportunity to make up missed work without  
35 adverse school effects when absent because of a religious holiday. Within  
36 five school days prior to an expected absence for religious reasons,  
37 parent(s)/guardian(s) must notify the principal in writing and request that the  
38 student be excused from attendance. A written excuse will not be required  
39 upon return to school and no adverse or prejudicial effects will result for any  
40 student availing her/himself of this provision. Students will be permitted to  
41 make up missed work according to school procedures.  
42

43 Should questions arise regarding this rule, principals will grant the  
44 parent(s)/guardian(s) a conference. Parent(s)/guardian(s) may appeal the  
45 principal’s decision to the Superintendent should a conflict arise.  
46  
47

**E. Student Withdrawals**

**1. Student Withdrawals During the Last Two Weeks of the School Year**

The parent(s)/guardians(s) of a student who leaves school **during** the last two weeks of the school year must show evidence that the withdrawal is necessary and the student must successfully complete assigned class work. Principals are authorized to make arrangements for the administration of any tests if appropriate.

Principals may waive the requirements for early withdrawal when unusual/extenuating circumstances require it.

**2. Student Withdrawals for Enrollment in Home Education Programs**

Florida Statute 232.02(1) permits parents to choose to place their children in a home instruction program in lieu of public school. The requirements of the law will be monitored through Student Service.

*Revised 7/23/91, Amended 7/21/98 & 6/27/00*

To withdraw a student for enrollment in a home education program, parent(s)/guardian(s) must initiate the withdrawal process at the school and notify the Superintendent of Schools in writing of the intent to provide home education for the student. A **copy** of the notification of intent to provide home education **must** be taken to the school in which the student is enrolled in order for the student to be withdrawn. The school will then contact Student Services to verify that the student has been enrolled in a home education program to complete the withdrawal process.

**II. PROGRAM DESCRIPTION**

**A. Florida System of School Improvement and Accountability**

The Sunshine State Standards (*6A-1.09401 State Board Rules*) are benchmark standards that describe what students should know and be able to do at four progression levels (grades PreK-2; 3-5; 6-8; 9-12) in the subjects of:

- language arts
- science
- foreign language
- the arts
- mathematics
- social studies
- health education
- physical education.

Osceola District Schools shall provide appropriate instruction to assist students in the achievement of these standards. The Sunshine State Standards/Grade Level Expectations have been incorporated within the

**DRAFT PENDING BOARD APPROVAL**

Osceola County Curriculum Frameworks and are on file in the Administrative Center and are in use at each school. *Adopted 9/17/96, Amended 6/15/99*

District Grade Level Expectations are based upon the state Grade Level Expectations and identify what each student should know and be able to do by the end of each grade.

- The following areas of study are required for each student, K-5: language arts, mathematics, science/health, and social studies.
- Florida Statute 233.061 requires elementary schools to provide instructional programs in character-development.
- Additional courses of studies may include, but shall not be limited to: *(Amended 6/27/00)*

Art	History of the Holocaust
Career Education	History of the State
Computers	Kindness to Animals
Conservation of Natural Resources	Library Science
Developmental Physical Education	Metric Education
Foreign Language	Music
Free Enterprise, Consumer, & Economic Education	Safety
Hispanic Contributions to the US	School Police Liaison Program
History of African Americans	Women’s Contributions to the US

***Florida Statute 233.061***

***Required Instruction –***

*(1) Each school district shall provide all courses required for high school graduation and appropriate instruction designed to ensure that students meet state board adopted standards in the following subject areas: reading and other language arts, mathematics, science, social studies, foreign languages, health and physical education, and the arts.*

*(2) Members of the instructional staff of the public schools, subject to the rules and regulations of the commissioner, the state board, and the school board, shall teach efficiently and faithfully, using the books and materials required, following the prescribed courses of study, and employing approved methods of instruction, the following:*

*(a) The content of the Declaration of Independence and how it forms the philosophical foundation of our government.*

*(b) The arguments in support of adopting our republican form of government, as they are embodied in the most important of the Federalist Papers.*

*(c) The essentials of the United States Constitution and how it provides the structure of our government.*

*(d) Flag education, including proper flag display and flag salute.*

*(e) The elements of civil government shall include the primary functions of and interrelationships between the Federal Government, the state, and its counties, municipalities, school districts, and special districts.*

*(f) The history of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping, and an examination*

## DRAFT PENDING BOARD APPROVAL

1 *of what it means to be a responsible and respectful person, for the purposes of encouraging*  
2 *tolerance of diversity in a pluralistic society and for nurturing and protecting democratic*  
3 *values and institutions.*

4 *(g) The history of African Americans, including the history of African peoples before the*  
5 *political conflicts that led to the development of slavery, the passage to America, the*  
6 *enslavement experience, abolition, and the contributions of African Americans to society.*

7 *(h) The elementary principles of agriculture.*

8 *(i) The true effects of all alcoholic and intoxicating liquors and beverages and narcotics*  
9 *upon the human body and mind.*

10 *(j) Kindness to animals.*

11 *(k) The history of the state.*

12 *(l) The conservation of natural resources.*

13 *(m) Comprehensive health education that addresses concepts of community health; consumer*  
14 *health; environmental health; family life, including an awareness of the benefits of sexual*  
15 *abstinence as the expected standard and the consequences of teenage pregnancy; mental and*  
16 *emotional health; injury prevention and safety; nutrition; personal health; prevention and*  
17 *control of disease; and substance use and abuse.*

18 *(n) Such additional materials, subjects, courses, or fields in such grades as are prescribed by*  
19 *law or by rules of the commissioner and the school board in fulfilling the requirements of law.*

20 *(o) The study of Hispanic contributions to the United States.*

21 *(p) The study of women's contributions to the United States.*

22 *(q) A character-development program in the elementary schools, similar to Character First*  
23 *or Character Counts. Such a program must be secular in nature and must stress such*  
24 *character qualities as attentiveness, patience, and initiative.*

25 *(r) In order to encourage patriotism, the sacrifices that veterans have made in serving our*  
26 *country and protecting democratic values worldwide. Such instruction must occur on or*  
27 *before Veterans' Day and Memorial Day. Members of the instructional staff are encouraged*  
28 *to use the assistance of local veterans when practicable.*

29 *(3) Any student whose parent or guardian makes written request to the school principal shall*  
30 *be exempted from the teaching of reproductive health or disease, including HIV/AIDS, its*  
31 *symptoms, development, and treatment. A student so exempted may not be penalized by*  
32 *reason of that exemption. Course descriptions for comprehensive health education shall not*  
33 *interfere with the local determination of appropriate curriculum which reflects local values*  
34 *and concerns.*

### **Student Performance - State Goal 3**

35  
36  
37 A comprehensive program of general education based on Florida's System of  
38 School Improvement and Accountability, Goal 3, when implemented  
39 effectively enables students to make maximum use of their educational  
40 opportunities and to function effectively as productive individuals.

41  
42 The School District of Osceola County Curriculum Guidelines also  
43 incorporate the Goal 3 Standards of Florida's System of School Improvement  
44 and Accountability.

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Goal 3 emphasizes instruction that focuses on the first ten of the eleven Goal 3 Standards in order to help students apply specific content knowledge in real-world situations and become successful as:

- information managers,
- effective communicators,
- numeric problem solvers,
- creative and critical thinkers,
- responsible and ethical workers,
- resource managers,
- systems managers,
- cooperative workers,
- effective leaders, and
- multiculturally sensitive citizens.

The eleventh Goal 3 Standard states that, throughout a student’s education, families will share the responsibility of accomplishing all the standards set in Goal 3.

**B. Special Programs**

**1. Limited English Proficient (LEP) *Revised 7/21/98 & 6/27/00***

All students with limited English proficiency (LEP) must be appropriately identified in order to ensure the provision of appropriate services. Every student identified as LEP shall continue to receive appropriate instruction and funding as specified by the District LEP Plan, State Board Rules and Regulations, and Florida Statutes until such time as the student is reclassified as English proficient. Note: See the *School District of Osceola County Limited English Proficient Plan 1999* for full explanation of services and model. *Amended 6/27/00*

**Home Language Survey (HLS) and identification criteria *Revised 6/27/00***

- A student with all NO responses on the HLS is considered non-limited English proficient.
- A student with any YES response is referred for English language proficiency assessment.
- A student with a YES response to question #1 only is temporarily placed in non-ESOL classes until English language proficiency assessment is completed.
- A student with a YES response to question #2 and/or #3 is temporarily placed in ESOL classes until English language proficiency assessment is completed.
- The grade level appropriate Idea Oral Language Proficiency Test will be used to determine oral/aural English ability and is to be administered within the first 20 days after registration date.

## DRAFT PENDING BOARD APPROVAL

1 Students in grades 4-12 found to be fluent English speaking will be given a  
2 nationally-normed, standardized reading and writing test, within 20 days of  
3 the oral/aural test for further assessment of their English ability.  
4

- 5       ▪ Exceptional students (ESE) with any YES response shall be  
6       reviewed by a joint ESE/LEP committee to determine appropriate  
7       ESOL assessment and placement.
- 8       ▪ Pre-K students with any YES response are considered LEP until  
9       the English language assessment is administered in Kindergarten.
- 10      ▪ PEEP Pre-K students with any YES responses shall be reviewed by  
11      a joint ESE/LEP committee to determine ESOL status.

12  
13 Every Limited English Proficient student is entitled to equal access to all  
14 academic, categorical, and federal programs offered by the School District of  
15 Osceola County. The amount of time the LEP student is assigned to the  
16 program(s) shall be comparable to the time assigned to a non-LEP student  
17 under similar conditions. An updated LEP student's class schedule must be  
18 maintained in the LEP Portfolio as part of the student permanent record.  
19 *Adopted 6/27/00*

20  
21 Limited English Proficient students are taught by subject area teachers  
22 following the corresponding district curriculum. The instructional personnel  
23 provide appropriate and individualized instruction to students through the use  
24 of ESOL teaching strategies, appropriate instructional materials, curriculum  
25 modifications, and testing modifications. The ESOL modifications are  
26 documented in the teacher's lesson plans as evidence that understandable  
27 instruction is being provided. *Adopted 6/27/00*

28  
29 Schools with fifteen (15) or more LEP students who speak the same home  
30 language must have at least one bilingual teacher assistant or bilingual teacher  
31 proficient in English and the home language of the students. The ESOL  
32 teacher assistant's (or bilingual teacher's) primary assignment is to offer the  
33 LEP students additional help in the basic content areas under the supervision  
34 of the basic subject area teacher.

35 *Adopted 6/27/00*

### 36 37 **2. Dropout Prevention Program (DOP)**

38 The academic program for a DOP student may differ from traditional  
39 education programs and schools in scheduling, administrative structure,  
40 philosophy, curriculum, and/or setting. The DOP Program employs  
41 alternative teaching methodologies, curricula, learning activities, or diagnostic  
42 and assessment procedures in order to meet the needs, interests, and talents of  
43 eligible students.  
44

### 45 **3. Gifted Education** *Amended 07/01/02*

46 For a student enrolled in the gifted program a qualitatively different  
47 curriculum consists of carefully planned, coordinated learning experiences  
48 that extend beyond the basic curriculum to meet the specific learning needs of

the student. The elementary gifted education program is a one-day pullout program and is offered in schools strategically located throughout the district.

Elementary students enrolled in the Gifted pullout program are classified in attendance and should not be counted as absent. Classroom assignments are given by the Gifted teacher. Students should not be required to make-up the work missed in the regular class.

**4. Students with Disabilities**

**a. 504 Students**

Any alteration to the delivery of instruction of student assignments for a 504 student is the decision of the Section 504 Committee and must be addressed in the 504 Plan. Parent(s)/guardian(s) of a 504 student must be notified of any proposed changes and must be given the opportunity to provide input on decisions made by the Section 504 Committee. Thus, the individual student’s Section 504 Plan documents the instructional modifications required to ensure the student an equal opportunity to master the general education curriculum.

**b. Exceptional Education Students**

**Exceptionalities include:** Educable Mentally Handicapped, Trainable Mentally Handicapped, Profoundly Mentally Handicapped, Speech and/or Language Impaired Deaf or Hard of Hearing, Visually Impaired, Physically Impaired, Emotionally Handicapped, Specific Learning Disabled, Gifted, Homebound or Hospitalized, Dual Sensory Impaired, Autistic, PreKindergarten Students with Developmental Delays, PreKindergarten Students with Established Conditions. *Amended 7/23/91, 7/21/98 & 6/27/00*

**ESE Curriculum**

The curriculum for the elementary school Varying Exceptionalities, Emotionally Handicapped (EH), and Educable Mentally Handicapped shall be a regular education curriculum that follows the Florida Sunshine State Standards with appropriate modifications. Direct Instruction, Reading Mastery, Precision Teaching, and Whole Language are the instructional approaches to be utilized to enhance curriculum acquisition. Moderately and severely disabled students (Trainable Mentally Handicapped, Profoundly Mentally Handicapped) will use a curriculum appropriate for the developmental level of the students. *Adopted 6/30/92 & Amended 6/27/95, 7/21/98, & 6/27/00.*

For students with disabilities enrolled in ESE, their Individual Educational Plans (IEP’s) specify the appropriate curriculum and unique aspects of their programs.

For the majority of these students, the general education standards and benchmarks should be based on their curriculum.

For some students, modified standards and/or benchmarks in one or more content areas may be more appropriate.

In all cases, the IEP team makes curriculum decisions. The IEP developed by the team specifies the curriculum for specific content areas. The IEP also addresses annual goals and short-term objectives to meet the unique needs of the student as well as appropriate classroom modifications. Modifications may be in the areas of curriculum, instruction, and assessment. Modifications listed on the IEP must be implemented as indicated.

**5. Home Instruction**

~~As provided by Florida Statute 232.02(1) parents may choose to place their children in a home instruction program in lieu of public school.~~ Florida Statute 232.02(1) permits parents to choose to place their children in a home instruction program in lieu of public school. The requirements of the law will be monitored through Student Services.

*Revised 7/23/91, Amended 7/21/98, 6/27/00, & 07/01/02*

**III. PROMOTION**

The purpose of the instructional program in the schools of Osceola County is to provide appropriate instructional and selected services to enable students to perform at or above their grade level academically. Promotion, however, is based primarily on pupil achievement and is not automatic.

Decisions regarding student promotion, and retention and good cause placement are primarily the responsibility of the individual school’s professional staff. The final decision in regard to grade placement is the responsibility of the principal.

Student promotion in the Osceola County schools is based upon an evaluation of each student’s achievement in terms of appropriate instructional goals. The determination should reflect teacher judgment based upon the following: successful progress in the county adopted curriculum, progress tests, classroom assignments, daily observation, standardized tests, and other objective data. The primary responsibility for determining each pupil’s level of performance and ability to function academically, socially and emotionally at the next grade level is that of the classroom teacher, subject to review and approval of the principal.

**A. Student Performance Levels for Reading, Writing, and Mathematics**

*Amended 07/01/02*

Florida Statute 232.245 requires that the district define specific levels of performance in reading, writing, and mathematics for each grade level **except kindergarten**. These levels of performance will be used to identify students who **must** receive remediation and **may** be retained.

In compliance with School Board’s Objective (Improve accepted measures of success annually) and *Florida Statute 232.245*, students will be identified as performing at one of three levels which indicates a student’s achievement:

- above grade level.
- at grade level, or
- below grade level.

Performance levels are determined by various indicators that will include, but are not limited to, multiple measures using appropriate grade-level assessments as well as teacher judgment.

**1. Required Program of Study – Grades K-5**

Grades K-5 promotion should be based on successful progress as indicated by report cards, District and State assessments, daily assignments, teacher observation, satisfactory performance in the grade level curriculum, and other data. *Amended 6/15/99 & 6/27/00*

**2. Teacher Judgment *Amended 07/01/02***

The teacher must provide compelling, verifiable evidence when student performance on appropriate grade-level assessments is not believed to be indicative of daily classroom performance.

**Teacher judgment factors may include, but are not limited to:**

- previous retentions,
- level of text at which student is successful,
- observations,
- checklists,
- student portfolios, or
- current grades/marks.

**3. Possible Grade Level Assessments *Amended 07/01/02***

**Kindergarten Indicators**

A screening program for all kindergarten students will be administered yearly. This screening should be done within the first 20 days of enrollment. Results of this screening will identify students who will be considered for further screening and psychological testing to determine if special placement is indicated. *Amended 6/29/93, 6/27/00, & 07/01/02*

- The Kindergarten Readiness Survey
- Word Recognition Checklist
- District-adopted mathematics program assessments
- Diagnostic Assessments of Reading (DAR)
- Early Reading Diagnostic Assessments (ERDA)
- District Phonemic Awareness Inventory

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- Letter and word recognition check list
- STAR Early Literacy Assessment

**First Grade Assessments**

- Word Recognition Checklist
- Reading Running Record(s)
- District-adopted mathematics program assessments
- District-adopted science program assessments
- Basal reading program assessments
- Stanford Achievement Test, Ninth Edition (SAT-9)
- STAR Reading test
- STAR Math test
- DAR
- ERDA
- Gates-MacGinitie Reading Test
- Diagnostic Reading Assessment (DRA)

**Second Grade Assessments**

- Reading Running Record(s)
- District-adopted mathematics program assessments
- District-adopted science program assessments
- Basal reading program assessments
- SAT-9
- STAR Reading test
- STAR Math test
- DAR
- ERDA
- Gates-MacGinitie Reading Test
- DRA

**Third Grade Assessments**

- Reading Running Record(s)
- Osceola Writes (narrative and expository prompts)
- District-adopted mathematics program assessments
- District-adopted science program assessments
- Basal reading program assessments
- SAT-9
- STAR Reading test
- STAR Math test
- DAR
- ERDA
- Gates-MacGinitie Reading Test
- DRA
- Florida Comprehensive Assessment Test -- Sunshine State Standards (FCAT-SSS) Reading
- FCAT-SSS Mathematics
- Florida Comprehensive Assessment Test -- Norm-Referenced Test (FCAT-NRT) Reading

- FCAT-NRT Mathematics

**Fourth Grade Assessments**

- Reading Running Record(s)
- Osceola Writes (narrative and expository prompts)
- District-adopted mathematics program assessments
- District-adopted science program assessments
- Basal reading program assessments
- SAT-9
- STAR Reading test
- STAR Math test
- Gates-MacGinitie Reading Test
- FCAT-SSS Reading
- FCAT-SSS Mathematics
- FCAT Writes
- FCAT-NRT Reading
- FCAT-NRT Mathematics

**Fifth Grade Assessments**

- Reading Running Record(s)
- District-adopted mathematics program assessments
- District-adopted science program assessments
- Basal reading program assessments
- SAT 9
- STAR Reading test
- STAR Math test
- Gates-MacGinitie Reading Test
- FCAT-SSS Reading
- FCAT-SSS Mathematics
- FCAT Science (upon completion by the State)
- FCAT-NRT Reading
- FCAT-NRT Mathematics

**Promotion of ESE Students**

Students enrolled in exceptional student programs shall be promoted on the basis of the acquisition of skills in accordance with the student’s Individual Education Plan and the mastery of Revised Performance Standards for each exceptionality. The exceptional education teacher will use the Revised Performance Standards for the assigned exceptionality to document the progress of the student. Documentation of standards must start when the student is initially placed into an exceptional student education program. *Amended 6/28/94, 6/27/95, & 7/21/98*

**B. STUDENT PERFORMANCE LEVEL CHARTS** *Amended 07/01/02*

See following pages.

**READING, WRITING AND MATHEMATICS END-OF-YEAR DECISION MAKING  
PROMOTION - REMEDIATION - RETENTION**

Kindergarten							
<i>Classroom Performance</i>	Factors to Consider when Decision Making					Decisions for Next Year	
	<i>Student Performance Level</i>	<i>DRA Guided Reading Levels</i>			<i>Did the student have an A.I.P. this year?</i>	<i>Remediating Required Next Year?</i>	<i>Promote or Retain?</i>
Teacher Judgment							
Reading series daily performance and assessment results							
Math series daily performance and assessment results	Above Grade Level	Level 6 and above <small>(90% accuracy)</small>			No	No	Promote to Grade 1
DAR Results							
DRA Results	At Grade Level	Level 4 <small>(90% accuracy)</small>			No	No	Promote to Grade 1
ERDA Results							
LEP Students-English Language Development	Below Grade Level	Level 3 and below <small>(90% accuracy)</small>			Yes	Requires a new A.I.P.	Write an A.I.P. if remediation is indicated or promote and closely monitor
ESE-IEP performance goals and assessments	Minimally <small>(up to 6 months)</small>				No	Write an A.I.P. or closely monitor	
HOSTS	Below Grade Level	Level 2 <small>(90% accuracy)</small>			Yes	Requires a new A.I.P.	Retain with A.I.P. or Promote with A.I.P.
STAR Early Literacy (Reading Renaissance testing program)	Considerably <small>(6 months to a year)</small>				No	Must have an A.I.P.	
Parent conference and consultation							
Principal Recommendation	Below Grade Level	Level 1 <small>(90% accuracy)</small>			Yes	Requires a new A.I.P.	Retain with A.I.P. or Promote with A.I.P. <small>if there is compelling verifiable evidence that assessment results do not reflect classroom performance</small>
	Substantially <small>(more than a year)</small>				No	Must have an A.I.P.	

**READING, WRITING AND MATHEMATICS END-OF-YEAR DECISION MAKING  
PROMOTION - REMEDIATION - RETENTION**

<b>Grade Five</b>							
<b><i>Classroom Performance</i></b>	<b>Factors to Consider when Decision Making</b>					<b>Decisions for Next Year</b>	
	<b><i>Student Performance Level</i></b>	<b><i>FCAT SSS Reading &amp; Math</i></b>	<b><i>Reading &amp; Math FCAT NRT or SAT 9 or Gates Reading</i></b>	<b><i>Osceola Writes</i></b>	<b><i>Did the student have an A.I.P. this year?</i></b>	<b><i>Remediating Required Next Year?</i></b>	<b><i>Promote or Retain?</i></b>
Teacher Judgment							
STAR Results							
Reading series daily performance and assessment results	Above Grade Level	Level 4 or 5	Stanine 7, 8, or 9	6.0, 5.0, 5.5	No	No	Promote to Grade 6
Math series daily performance and assessment results	At Grade Level	Level 3	Stanine 4, 5, or 6	4.0, 4.5, 3.0, 3.5	No	No	Promote to Grade 6
Gates-MacGinitie Results	Below Grade Level	Level 2	Stanine 3	2, 2.5	Yes	Requires a new A.I.P.	Write an A.I.P. if remediation is indicated or promote and closely monitor
LEP Students-English Language Development	Minimally (up to 6 months)				No	Write an A.I.P. or closely monitor	
ESE-IEP performance goals and assessments	Below Grade Level	Level 1	Stanine 2	1, 1.5	Yes	Requires a new A.I.P.	Retain with A.I.P. or Promote with A.I.P.
HOSTS	Considerably (6 months to a year)				No	Must have an A.I.P.	
Soar Program	Below Grade Level	Level 1	Stanine 1	0	Yes	Requires a new A.I.P.	Retain with A.I.P. or Promote with A.I.P. if there is compelling verifiable evidence that assessment results do not reflect classroom performance
Parent conference and consultation	Substantially (more than a year)				No	Must have an A.I.P.	
Principal Recommendation							

**READING, WRITING AND MATHEMATICS END-OF-YEAR DECISION MAKING  
PROMOTION - REMEDIATION - RETENTION**

**Grade Four**

<i>Classroom Performance</i>	Factors to Consider when Decision Making					Decisions for Next Year	
	<i>Student Performance Level</i>	<i>FCAT SSS Reading &amp; Math</i>	<i>Reading &amp; Math FCAT NRT or SAT 9 or Gates Reading</i>	<i>Osceola Writes &amp; Florida Writes</i>	<i>Did the student have an A.I.P. this year?</i>	<i>Remediating Required Next Year?</i>	<i>Promote or Retain?</i>
Teacher Judgement							
STAR Results							
Reading series daily performance and assessment results	Above Grade Level	Level 4 or 5	Stanine 7, 8, or 9	6.0, 5.0, 5.5	No	No	Promote to Grade 5
Math series daily performance and assessment results							
Gates-MacGinitie Results	At Grade Level	Level 3	Stanine 4, 5, or 6	4.0, 4.5, 3.0, 3.5	No	No	Promote to Grade 5
LEP Students-English Language Development							
ESE-IEP performance goals and assessments	Below Grade Level	Level 2	Stanine 3	2, 2.5	Yes	Requires a new A.I.P.	Write an A.I.P. if remediation is indicated or promote and closely monitor
HOSTS	Minimally (up to 6 months)				No	Write an A.I.P. or closely monitor	
Soar Program	Below Grade Level	Level 1	Stanine 2	1, 1.5	Yes	Requires a new A.I.P.	*Retain with A.I.P. or Promote with A.I.P. (Document good cause)
Parent conference and consultation	Considerably (6 months to a year)				No	Must have an A.I.P.	
Principal Recommendation	Below Grade Level	Level 1	Stanine 1	0	Yes	Requires a new A.I.P.	*Retain with A.I.P. or Promote with A.I.P. (Document good cause)
	Substantially (more than a year)				No	Must have an A.I.P.	

**\*Mandatory Retention:** Students who have been identified as having reading deficiencies in grades 1, 2, or 3 **AND** who have received remediation but score at achievement Level 1 on grade 4 FCAT SSS tests with performance tasks **AND** who have a national percentile rank below the 25th percentile on the FCAT norm-referenced tests in reading comprehension **must be retained**, unless the School Board exempts the student from this mandatory retention for good cause.

DRAFT PENDING SCHOOL BOARD APPROVAL

**READING, WRITING AND MATHEMATICS END-OF-YEAR DECISION MAKING  
PROMOTION - REMEDIATION - RETENTION**

Grade Three							
<i>Classroom Performance</i>	Factors to Consider when Decision Making					Decisions for Next Year	
	<i>Student Performance Level</i>	<i>FCAT SSS Reading &amp; Math</i>	<i>Reading &amp; Math FCAT NRT or SAT 9 or Gates Reading</i>	<i>Osceola Writes</i>	<i>Did the student have an A.I.P. this year?</i>	<i>Remediating Required Next Year?</i>	<i>Promote or Retain?</i>
Teacher Judgment							
STAR Results							
Reading series daily performance and assessment results							
Math series daily performance and assessment results	Above Grade Level	Level 4 or 5	Stanine 7, 8, or 9	6.0, 5.0, 5.5	No	No	Promote to Grade 4
DAR Results	At Grade Level	Level 3	Stanine 4, 5, or 6	4.0, 4.5, 3.0, 3.5	No	No	Promote to Grade 4
DRA Results							
ERDA Results							
Gates-MacGinitie Results	Below Grade Level	Level 2	Stanine 3	2, 2.5	Yes	Requires a new A.I.P.	Write an A.I.P. if remediation is indicated or promote and closely monitor
LEP Students-English Language Development	Minimally (up to 6 months)				No	Write an A.I.P. or closely monitor	
ESE-IEP performance goals and assessments	Below Grade Level	Level 1	Stanine 2	1, 1.5	Yes	Requires a new A.I.P.	Retain with A.I.P. or Promote with A.I.P.
HOSTS	Considerably (6 months to a year)				No	Must have an A.I.P.	
Soar Program							
Parent conference and consultation	Below Grade Level	Level 1	Stanine 1	0	Yes	Requires a new A.I.P.	Retain with A.I.P. or Promote with A.I.P.
Principal Recommendation	Substantially (more than a year)				No	Must have an A.I.P.	

if there is compelling verifiable evidence that assessment results do not reflect classroom performance

**READING, WRITING AND MATHEMATICS END-OF-YEAR DECISION MAKING  
PROMOTION - REMEDIATION - RETENTION**

<b>Grade Two</b>							
<b><i>Classroom Performance</i></b>	<b>Factors to Consider when Decision Making</b>					<b>Decisions for Next Year</b>	
	<b><i>Student Performance Level</i></b>	<b><i>DRA Guided Reading Levels</i></b>	<b><i>Reading &amp; Math SAT 9 or Gates Reading</i></b>	<b><i>Classroom form of Osceola Writes</i></b>	<b><i>Did the student have an A.I.P. this year?</i></b>	<b><i>Remediating Required Next Year?</i></b>	<b><i>Promote or Retain?</i></b>
Teacher Judgment							
STAR Results							
Reading series daily performance and assessment results							
Math series daily performance and assessment results	Above Grade Level	Level 28 and above <small>(90% accuracy)</small>	Stanine 7, 8, or 9	6.0, 5.0, 5.5	No	No	Promote to Grade 3
DAR Results	At Grade Level	Level 24 <small>(90% accuracy)</small>	Stanine 4, 5, or 6	4.0, 4.5, 3.0, 3.5	No	No	Promote to Grade 3
DRA Results							
ERDA Results							
Gates-MacGinitie Results	Below Grade Level	Level 20	Stanine 3	2, 2.5	Yes	Requires a new A.I.P.	Write an A.I.P. if remediation is indicated or promote and closely monitor
LEP Students-English Language Development	Minimally <small>(up to 6 months)</small>	<small>(90% accuracy)</small>			No	Write an A.I.P. or closely monitor	
ESE-IEP performance goals and assessments							
HOSTS	Below Grade Level	Level 18	Stanine 2	1, 1.5	Yes	Requires a new A.I.P.	Retain with A.I.P. or Promote with A.I.P.
Soar Program	Considerably <small>(6 months to a year)</small>	<small>(90% accuracy)</small>			No	Must have an A.I.P.	
Parent conference and consultation							
Principal Recommendation	Below Grade Level	Level 8	Stanine 1	0	Yes	Requires a new A.I.P.	Retain with A.I.P. or Promote with A.I.P. <small>if there is compelling verifiable evidence that assessment results do not reflect classroom performance</small>
	Substantially <small>(more than a year)</small>	<small>(90% accuracy)</small>			No	Must have an A.I.P.	

**READING, WRITING AND MATHEMATICS END-OF-YEAR DECISION MAKING  
PROMOTION - REMEDIATION - RETENTION**

<b>Grade One</b>							
<b><i>Classroom Performance</i></b>	<b>Factors to Consider when Decision Making</b>					<b>Decisions for Next Year</b>	
	<b><i>Student Performance Level</i></b>	<b><i>DRA Guided Reading Levels</i></b>	<b><i>Reading &amp; Math SAT 9 or Gates Reading</i></b>	<b><i>Classroom form of Osceola Writes</i></b>	<b><i>Did the student have an A.I.P. this year?</i></b>	<b><i>Remediating Required Next Year?</i></b>	<b><i>Promote or Retain?</i></b>
Teacher Judgment							
STAR Results							
Reading series daily performance and assessment results							
Math series daily performance and assessment results	Above Grade Level	Level 16 and above <small>(90% accuracy)</small>	Stanine 7, 8, or 9	6.0, 5.0, 5.5	No	No	Promote to Grade 2
DAR Results							
DRA Results	At Grade Level	Level 12-14 <small>(90% accuracy)</small>	Stanine 4, 5, or 6	4.0, 4.5, 3.0, 3.5	No	No	Promote to Grade 2
ERDA Results							
Gates-MacGinitie Results	Below Grade Level	Level 10 and below <small>(90% accuracy)</small>	Stanine 3	2, 2.5	Yes	Requires a new A.I.P.	Write an A.I.P. if remediation is indicated or promote and closely monitor
LEP Students-English Language Development	Minimally (up to 6 months)				No	Write an A.I.P. or closely monitor	
ESE-IEP performance goals and assessments							
HOSTS	Below Grade Level		Stanine 2	1, 1.5	Yes	Requires a new A.I.P.	Retain with A.I.P. or Promote with A.I.P.
Soar Program	Considerably (6 months to a year)				No	Must have an A.I.P.	
Parent conference and consultation	Below Grade Level		Stanine 1	0	Yes	Requires a new A.I.P.	Retain with A.I.P. or Promote with A.I.P.
Principal Recommendation	Substantially (more than a year)				No	Must have an A.I.P.	

1 **C. Promotion to a Higher Grade Level**

2  
3 The assignment of a student to a higher grade which results in the student’s accelerated  
4 promotion should be made on the basis of exceptionally high achievement or evidence that  
5 the student will benefit more from the instructional program at the advanced grade level. The  
6 Superintendent should authorize the assignment.

7  
8 The assignment will occur at the end of a grading period agreed upon by both the sending  
9 and receiving principal and the Director of Exceptional Student Education, if an exceptional  
10 student is involved.

11 If an LEP student is involved, the LEP committee shall meet to document the student LEP  
12 plan change.

13  
14 After agreement has been reached regarding an exceptional student, an Individual Education  
15 Plan meeting must be held prior to placement in the new assignment. The long-range  
16 academic, social, and emotional effect of the decision shall be considered.

17  
18 The principal has the responsibility for making such an assignment, but a student will not be  
19 accelerated without parental consent. *Amended 6/30/91 & 6/27/00*

20  
21 The student’s cumulative record, report card, and permanent record must indicate,  
22 “accelerated grade placement” and the name of the principal who made the placement.

23 *Amended 6/15/99*

24  
25 Parents shall be notified in writing that their child is receiving an accelerated grade  
26 placement to the next higher grade. A copy of this notification shall be placed in the  
27 cumulative folder. Notices to parent/guardian of LEP students must be provided in the  
28 primary language, whenever feasible. *Amended 6/27/00*

29  
30 **D. Academic Improvement Plan (AIP) Process**

31  
32 As required by Florida Statute 232.245(3), schools must provide a School District of Osceola  
33 County Academic Improvement Plan (AIP) for students who do not meet district-set levels of  
34 proficiency in reading, writing, and/or mathematics. (Science will be added upon completion  
35 by the State.) *Amended 07/01/02*

36  
37 Principals are to establish procedures by which parents are notified when it has been  
38 determined that their child needs improvement at the grade or course in which he or she has  
39 been placed. In cooperation with the parents, an Academic Improvement Plan will be written  
40 which may include, but is not limited to, an extension of the school year, a special class  
41 within the regular school, and/or a remedial program within or outside the school day  
42 including Saturday School (for LEP students, see below). *Amended 7/21/98, 6/27/00, &*  
43 *07/01/02*

44  
45 Each Academic Improvement Plan must outline an intensive remedial program in the area(s)  
46 of weakness designed to assist the student in meeting state and/or district expectations for  
47 proficiency. *Amended 07/01/02*

**The Academic Improvement Plan must clearly identify the:**

1. specific needs to be remediated,
2. success-based intervention strategies to be used, and
3. monitoring and reevaluation activities to be employed.

**1. Steps for Implementing the AIP Amended 07/01/02**

Each student who does **not** meet the levels of performance as determined by the district **must** be provided with additional diagnostic assessments to determine the nature of the student's difficulty and areas of academic need.

- Data from the additional assessments are to be used to formulate the student's AIP.
- Diagnosis and remediation will occur as soon as possible after a student has been identified as deficient in reading, writing, mathematics, and/or science (upon completion of science proficiency levels by the State).
- If the student identification occurs during the fourth marking period, the diagnosis will be made at the beginning of the following school year with remediation immediately following.

**Diagnostic assessments may include, but are not limited to:**

- teacher assessments
- text/placement tests
- Osceola Writes
- reading running records
- diagnostic software
- STAR Reading
- STAR Math
- DRA
- DAR
- ERDA.

Students in grades 2-5 whose performance in reading, writing, and/or mathematics requires remediation **must** have an AIP or comparable individual academic plan.

- Students whose performance is minimally below grade level may need an AIP.
- AIP's are required for kindergarten and first grade students who are performing below grade level.

An existing AIP is to be **closed** at the conclusion of the school year.

- At that time, the teacher(s) of the student who had an AIP is to make recommendations regarding the student's educational program for the following year.
- The AIP should be placed in the student's permanent record at the close of each year or at the time of student withdrawal.

If a student is to continue remediation during the following year, he or she is to receive a **new AIP**.

- 1                   ▪ The new AIP is to be developed through the collaboration of the receiving
- 2                   teacher(s) and the parent(s)/guardian(s) and approved by the principal.
- 3                   ▪ Recommendations of the sending teacher(s) are to be reviewed as part of the
- 4                   AIP progress.
- 5

6           **2. LEP Students – Academic Improvement Plan Process**

7           Limited English Proficient students who are unable to demonstrate mastery in  
8           academic subject areas as described in the Pupil Progression Plan will be referred to  
9           an Academic Improvement Plan/LEP committee. This committee will develop an  
10           academic improvement plan for the student in accordance with the following  
11           guidelines and procedures: *Adopted 6/27/00*

- 12
- 13           ▪ The reason for the academic under-performance of an LEP student must **not**
- 14           imply that he/she needs an extra year to learn English or that it is due to the
- 15           student’s lack of English proficiency.
- 16
- 17           ▪ Establish lack of academic progress in reading, writing and mathematics using a
- 18           composite of indicators that includes, but is not limited to: grade level checklist,
- 19           pre-tests and post-tests, alternative assessment results, previous academic records,
- 20           diagnostic assessment in the home language, and any other appropriate indicator
- 21           of academic progress.
- 22
- 23           ▪ The first AIP/LEP committee meeting develops an academic improvement plan
- 24           that includes a list of intensive remedial instructional strategies designed to assist
- 25           the LEP student (NOTE: ESOL modifications are not considered remedial
- 26           strategies).
- 27
- 28           ▪ The second AIP committee meeting, with ESOL representation, is held within 18
- 29           weeks to review the effectiveness of the remedial strategies. If the LEP student
- 30           does not make satisfactory progress, the curriculum may be suspended and intense
- 31           remedial instruction in reading and/or mathematics is provided based on the
- 32           student’s deficiencies.
- 33
- 34           ▪ If the LEP student still has not made satisfactory progress after implementing the
- 35           academic improvement plan for at least 27 weeks, the LEP committee may
- 36           recommend retention unless conditions exist such that retention would be more
- 37           adverse for the student than promotion.
- 38
- 39           ▪ The LEP Committee may exempt LEP students from the retention provision. The
- 40           LEP student may be recommended for promotion based on at least three (3) good
- 41           cause considerations such as educational background, academic ability in
- 42           home/native language, number of years in the U.S., current academic progress
- 43           corresponding to the language arts through ESOL manual, acculturation to new
- 44           culture, home support, age appropriateness, and mobility.
- 45

1 **3. Gifted Students Amended 07/01/02**

2 For a gifted student who is performing below grade level, it is not appropriate to  
3 develop an AIP. Modifications and/or interventions are to be addressed through the  
4 Gifted Educational Plan (GEP) process.  
5

6 **4. Students with Disabilities –Academic Improvement Plan Process**  
7 **Amended 07/01/02**

8  
9 **a. 504 Students**

10 An AIP is to be written for a 504 student who is performing below grade level  
11 in reading, writing, or mathematics. However, if poor performance **is caused**  
12 **by** his or her disability, the AIP should be developed with the involvement of  
13 the parent(s)/guardian(s) and referred to in the 504 Plan.  
14

15 **b. ESE Students – Academic Improvement Plan Process**

16  
17 *34 Code of Federal Regulations Section 300.347*  
18  
19 *(a) The IEP for each child with a disability must include:*  
20 *(1) A statement of measurable annual goals, including benchmarks or short-term*  
21 *objectives, related to—*  
22 *(2)(I) Meeting the child’s needs that result from the disability to enable the child to be*  
23 *involved in and progress in the general curriculum.*  
24

25 When an ESE student is determined to be performing below grade level in reading,  
26 writing, or mathematics, the IEP Committee must be convened to revisit the IEP. The  
27 goals and objectives on the student’s IEP **must** address **all** of the student’s  
28 educational deficiencies, including the student’s below-grade-level performance. The  
29 deficiencies must be addressed by developing specific goals and objectives that  
30 directly correlate to **all** areas of deficiency.  
31

32 In addition, the IEP Committee must consider developing an AIP to also address the  
33 student’s educational needs in reading, writing, and/or mathematics. The AIP should  
34 also be developed with the involvement of the parent(s)/guardian(s).  
35

36 **E. Remediation and Retention**

37  
38 Retention of students shall be limited to one (1) year in kindergarten, and one (1) year in the  
39 elementary school (1-5), and one year in the middle school unless the principal recommends  
40 additional retention based on information from a school assessment team. An appropriate  
41 placement, which differs from the present placement, must be considered for a student who  
42 has been retained two or more years.

43 *Amended 7/21/98, 6/15/99, 6/27/00 & 6/19/01*

44  
45 Students in grades 1-5 who are identified as being considerably or substantially below grade  
46 level in reading, writing, mathematics, and/or science (once science proficiency levels are set  
47 by the State) **must** receive remediation and **may** be retained. However, students whose test

1 scores and classroom performance indicate that they are almost at grade level may be  
2 promoted with close monitoring or promoted with an AIP.

3  
4 The following options are available for students who have not met the levels of performance  
5 for pupil progression:  
6

- 7
- 8       ▪ remediate before the beginning of the next school year and promote,
- 9       ▪ promote and remediate during the following year with more intensive intervention  
10       and remediation strategies identified in the revised Academic Improvement Plan,
- 11       ▪ retain and remediate using an alternative program of instructional delivery.
- 12

13 The principal, upon written authority from the Superintendent, may administratively place a  
14 student who has been previously retained if the principal determines that standards have been  
15 met and the student will be able to benefit from instruction at the higher grade. If the  
16 placement involves a new school, the assignment will occur at the time agreed upon by both  
17 the sending and receiving principal. *Amended 6/15/99*

18  
19 **Mandatory Retention**

20 *No student may be assigned to a grade level based solely on age or other factors that*  
21 *constitute social promotion. Adopted 6/19/01*

22  
23 ~~Students in grade 4 must be retained, who:~~

- 24       ~~▪ Received remediation for reading in grades 1, 2, 3 or 4 AND~~
- 25       ~~▪ Score at Achievement Level 1 on the grade 4 FCAT-SSS Reading AND~~
- 26       ~~▪ Score at a national percentile rank below the 25<sup>th</sup> percentile on the SAT-9~~  
27       ~~or FCAT-NRT in Reading Comprehension~~

28 *Adopted 6/19/01*

29  
30 ~~Grade 4 students may be exempted from mandatory retention by the School Board for **good**~~  
31 ~~**cause.** (See Exemption From Mandatory Retention (Good Cause) in Grade 4)~~

32  
33 Beginning with the 2002-2003 school year, students who do not score at Level 2 or higher on  
34 the statewide assessment test in reading for Grade 3 **must** be retained *unless* he or she is  
35 exempt from mandatory retention for good cause. (See Exemption From Mandatory  
36 Retention (Good Cause) in Grade 3.) *Adopted 07/01/02*

37  
38 Retention decisions will not be made on a single test score. *Adopted 6/19/01*

39  
40 ~~**F. Exemption from Mandatory Retention (Good Cause) in Grade 4**~~

41 ~~*Adopted 6/27/00*~~

42  
43 ~~The School Board may exempt a student from mandatory retention at grade 4 for **GOOD**~~  
44 ~~**CAUSE. One of the following conditions for exemption from mandatory retention must**~~  
45 ~~**exist:**~~

- 46       ~~▪ **Previous Retention**—A student who has been retained prior to the current~~  
47       ~~school year and has been in an intensive remedial program in reading, as~~  
48       ~~defined by the Pupil Progression Plan, for two or more years may be~~

1 exempt. This exemption may take place if it has been determined that the  
2 student's academic progress can only occur as a result of promotion to an  
3 alternative program of instruction that is significantly different from that  
4 which has been availed to the student and this program will be provided to  
5 the student.

6  
7 ~~▪ **Recommendation from a Multidisciplinary Team** — A student who is  
8 currently enrolled in or has been referred to Child Study for placement in  
9 an approved special program (LEP, ESE, 504) may be exempt. This  
10 recommendation must contain comprehensive documentation from this  
11 multidisciplinary team meeting supporting the rationale for the student's  
12 exemption.~~

13  
14 ~~▪ **Academic Performance** — When multiple measures demonstrate that state  
15 assessment results are not indicative of the student's level of academic  
16 performance then the student may be exempt. Multiple measures may  
17 include, but are not limited to: SAT-9, Osceola Writes, or other diagnostic  
18 instruments used at the school or District level.~~

19  
20 ~~The principal must submit recommendations for good cause exemption from retention to the  
21 Superintendent for approval. Recommendations should contain documentation justifying the  
22 exemption from mandatory retention and, when appropriate, a description of the alternative  
23 program of instruction to be provided to the student. Each recommendation must provide  
24 compelling arguments that exemption from retention, rather than retention, is in the best  
25 interest of the student.~~

26  
27 **F. Exemption from Mandatory Retention (Good Cause) in Grade 3**

28 *Adopted 07/01/02*

29  
30 **1. Good cause exemptions shall be limited to the following:**

- 31
- 32 • Limited English proficient students who have had 2 less than 2 years of instruction in
- 33 an English for Speakers of Other Languages program;
- 34
- 35 • Students with disabilities whose individual education plan indicates that participation
- 36 in the statewide assessment program is not appropriate, consistent with the
- 37 requirements of State Board of Education rule;
- 38
- 39 • Students who demonstrate an acceptable level of performance on an alternative
- 40 standardized reading assessment approved by the State Board of Education;
- 41
- 42 • Students who demonstrate, through a student portfolio, that the student is reading on
- 43 grade level as evidenced by demonstration of mastery of the Sunshine State Standards
- 44 in reading equal to at least a Level 2 performance on the FCAT;
- 45
- 46 • Students with disabilities who participate in the FCAT and who have an individual
- 47 education plan or a Section 504 plan that reflects that the student has received the
- 48 intensive remediation in reading for more than 2 years but still demonstrates a

1 deficiency in reading and was previously retained in kindergarten, grade 1, or grade  
2 2; OR

- 3
- 4 • Students who have received the intensive remediation in reading for 2 or more years  
5 but still demonstrate a deficiency in reading and who were previously retained in  
6 kindergarten, grade 1, or grade 2 for a total of 2 years. Intensive reading instruction  
7 for students so promoted must include an altered instructional day based upon an  
8 academic improvement plan that includes specialized diagnostic information and  
9 specific reading strategies for each student. The district school board shall assist  
10 schools and teachers to implement reading strategies that research has shown to be  
11 successful in improving reading among low performing readers.

12

13 2. **Requests for good cause exemptions** for students from the mandatory retention  
14 requirement shall be made consistent with the following:

- 15
- 16 • Documentation shall be submitted from the student's teacher to the school principal  
17 that indicates that the promotion of the student is appropriate and is based upon the  
18 student's academic record. In order to minimize paperwork requirements, such  
19 documentation shall consist only of the existing academic improvement plan,  
20 individual educational plan, if applicable, report card, or student portfolio.
- 21
- 22 • The school principal shall review and discuss such recommendation with the teacher  
23 and make the determination as to whether the student should be promoted or retained.  
24 If the school principal determines that the student should be promoted, the school  
25 principal shall make such recommendation in writing to the District Superintendent.  
26 The District Superintendent shall accept or reject the school principal's  
27 recommendation in writing.

28

29 **G. Attendance for Promotion Grades K-5**

- 30
- 31 1. Students, to include LEP students, who miss more than fifteen (15) days per semester  
32 will **not** be promoted except as follows:  
33
    - 34 ▪ If medical evidence is presented to the principal from a competent medical  
35 authority to excuse absences in excess of fifteen (15) days.
    - 36
    - 37 ▪ Extenuating circumstances as determined by the principal based on  
38 recommendations of teachers, counselors, or Student Services workers.
    - 39
  - 40 2. School activities shall not be counted as absences. Assigned work shall be turned in  
41 on the day indicated by the teacher.
- 42
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H. Retention – Special Program Considerations

1. LEP Students

Revised 6/27/00

- An LEP student may be retained when there is lack of academic progress in grade level concepts.
- The LEP committee shall meet to document the evidence indicating lack of academic progress and to recommend retention. The parent/guardian shall be invited to attend.
- The teacher(s) must show extensive documentation of the ESOL strategies used to provide the student with understandable instruction.
- The reason for retention **must not imply** the student needs an extra year to learn English or that the under-performance is due to the child’s limited English proficiency.

2. Students with Disabilities *Amended 07/01/02*

a. 504 Students

A student with a 504 Plan must meet the district levels of performance. Parent(s)/guardian(s) must be notified if the student is being considered for retention. A 504 Reevaluation committee must determine if the reason(s) for retention is/are caused by the disability of record on the active Section 504 Plan. If the team determines that the below-grade-level performance is caused by the disability, the student’s placement must be re-evaluated. The re-evaluation must include a review of the student’s records, intellectual and academic abilities, and other pertinent information provided by the student’s teacher.

If the team determines that the below-grade-level performance is not caused by the disability, the student is treated in the same manner as that for a general education student.

b. ESE Students

A student enrolled in ESE **must** meet the district performance levels **unless** their IEP includes documentation that the student is unable to meet the levels of performance, such as:

- the student’s demonstrated cognitive ability and behavior prevent the student from completing required classwork and achieving the *Sunshine State Standards* even with appropriate and allowable classwork modifications,
- the student is unable to apply or use academic skills at a minimal competency level in the home or community.

A student enrolled in the ESE program(s) is considered to have met promotion requirements when they have achieved the appropriate instructional goals of

1 the curriculum specified on their IEP. The primary responsibility for  
2 determining each student's level of performance is that of the special program  
3 teacher and the general education teacher.

4  
5 Below are some of the factors that the IEP team may consider:

- 6       ▪ previous retention history,
- 7       ▪ current goals and objectives on the student's IEP,
- 8       ▪ social/emotional behavior,
- 9       ▪ attendance,
- 10      ▪ placement and a possible change in the current placement,
- 11      ▪ grades,
- 12      ▪ current accommodations/modifications/services.

13  
14 Students who do not meet promotion requirements may be administratively placed in the  
15 next grade level by the principal. When a student is being considered for administrative  
16 placement which involves attendance at another school (for example, from elementary to  
17 middle school) such placement shall be made only at the beginning of the school year.  
18 Exceptions to this rule may be made if the sending and receiving principals agree that an  
19 administrative placement during the school year is in the best interest of the student and  
20 when approved by the Superintendent.

21  
22 Retention of exceptional students shall be limited to one year in the elementary school grades  
23 unless otherwise determined by an Individual Education Planning (IEP) team.

24 *Amended 7/21/98*

## 25 26 **I. Remediation Programs**

### 27 28 **1. Program Description**

29 Remediation must be based on the results of diagnostic assessment(s) and it must be  
30 systematically embedded in the total educational program for the student. The daily  
31 instruction for the student will be modified based on both the diagnosis and the  
32 contents of the AIP or other educational plan(s) (e.g., IEP, LEP Plan). Remediation  
33 must include an instructional program that is not identical to that provided during the  
34 previous school year.

35  
36 The AIP must include one or more of the following instructional intervention  
37 strategies:

- 38       ▪ tutoring
- 39       ▪ classroom organization
- 40       ▪ instructional alternatives
- 41       ▪ assignment alternatives-adaptations
- 42       ▪ ESE referral
- 43       ▪ other (see *Florida Statute 232.245*).

44  
45 Parents of students who have been retained or identified as needing remediation may  
46 contract with state certified teachers or enroll students in an approved remedial  
47 program to teach individual students in lieu of attendance in a remedial school  
48 program. However, if the parent chooses this option, he or she must notify the child's

1 school principal in writing within fifteen (15) days after the AIP conference. Such  
2 students will be required to pass a school-approved exam.  
3

4 **Florida Statute 232.245**

5 ***Pupil progression; remedial instruction; reporting requirements.--***

6 *(1) It is the intent of the Legislature that each student's progression from one grade to another be determined, in part,*  
7 *upon proficiency in reading, writing, science, and mathematics; that school district policies facilitate such proficiency;*  
8 *and that each student and his or her parent or legal guardian be informed of that student's academic progress.*

9 *(2) Each district school board shall establish a comprehensive program for pupil progression which must include:*

10 *(a) Standards for evaluating each pupil's performance, including how well he or she masters the performance standards*  
11 *approved by the state board according to s. 229.565; and*

12 *(b) Specific levels of performance in reading, writing, science, and mathematics for each grade level, including the*  
13 *levels of performance on statewide assessments as defined by the Commissioner of Education, below which a student*  
14 *must receive remediation, or be retained within an intensive program that is different from the previous year's program*  
15 *and that takes into account the student's learning style. No student may be assigned to a grade level based solely on age*  
16 *or other factors that constitute social promotion. School boards shall allocate remedial and supplemental instruction*  
17 *resources first to students who fail to meet achievement performance levels required for promotion. The state board*  
18 *shall adopt rules to prescribe limited circumstances in which a student may be promoted without meeting the specific*  
19 *assessment performance levels prescribed by the district's pupil progression plan. Such rules shall specifically address*  
20 *the promotion of students with limited English proficiency and students with disabilities. A school district must consider*  
21 *an appropriate alternative placement for a student who has been retained 2 or more years.*

22 *(3) Each student must participate in the statewide assessment tests required by s. 229.57. Each student who does not*  
23 *meet specific levels of performance as determined by the district school board in reading, writing, science, and*  
24 *mathematics for each grade level, or who does not meet specific levels of performance, determined by the Commissioner*  
25 *of Education, on statewide assessments at selected grade levels, must be provided with additional diagnostic assessments*  
26 *to determine the nature of the student's difficulty and areas of academic need. The school in which the student is enrolled*  
27 *must develop, in consultation with the student's parent or legal guardian, and must implement an academic improvement*  
28 *plan designed to assist the student in meeting state and district expectations for proficiency. Each plan must include the*  
29 *provision of intensive remedial instruction in the areas of weakness. Remedial instruction provided during high school*  
30 *may not be in lieu of English and mathematics credits required for graduation. Upon subsequent evaluation, if the*  
31 *documented deficiency has not been corrected in accordance with the academic improvement plan, the student may be*  
32 *retained. Each student who does not meet the minimum performance expectations defined by the Commissioner of*  
33 *Education for the statewide assessment tests in reading, writing, science, and mathematics must continue remedial or*  
34 *supplemental instruction until the expectations are met or the student graduates from high school or is not subject to*  
35 *compulsory school attendance.*

36 *(4) Any student who exhibits substantial deficiency in reading skills, based on locally determined assessments conducted*  
37 *before the end of grade 1 or 2, or based on teacher recommendation, must be given intensive reading instruction*  
38 *immediately following the identification of the reading deficiency. The student's reading proficiency must be reassessed*  
39 *by locally determined assessment or based on teacher recommendation at the beginning of the grade following the*  
40 *intensive reading instruction, and the student must continue to be given intensive reading instruction until the reading*  
41 *deficiency is remedied. If the student's reading deficiency, as determined by the locally determined assessment at grades*  
42 *1 and 2, or by the statewide assessment at grade 3, is not remedied by the end of grade 4, and if the student scores below*  
43 *the specific level of performance on the statewide assessment test in reading, the student must be retained. The local*  
44 *school board may exempt a student from mandatory retention for good cause.*

45 *(5) Each district must annually report to the parent or legal guardian of each student the progress of the student*  
46 *towards achieving state and district expectations for proficiency in reading, writing, science, and mathematics. The*  
47 *district must report to the parent or legal guardian the student's results on each statewide assessment test. The*  
48 *evaluation of each student's progress must be based upon the student's classroom work, observations, tests, district and*  
49 *state assessments, and other relevant information. Progress reporting must be provided to the parent or legal guardian*  
50 *in writing in a format adopted by the district school board.*

(6) The Commissioner of Education shall adopt rules pursuant to ss. 120.536(1) and 120.54 for the administration of this section.

(7) The Department of Education shall provide technical assistance as needed to aid school districts in administering this section.

**2. K-5 Continuous Progress Program** *Adopted 07/01/02*

The K-5 Continuous Progress Program provides immediate and ongoing assistance to students throughout the school year as needed. The K-5 Continuous Progress Program is designed to assist students in achieving adequate progress in the education program. The eligibility criteria for student participation in grades K-5 may include any combination of the following:

- teacher recommendation,
- participation necessary to maintain continuous academic progress,
- score within Achievement Level 1 or 2 on FCAT-SSS,
- score in the lowest 25% of the FCAT-SSS,
- score below the 25<sup>th</sup> percentile on SAT-9 or FCAT-NRT, or
- in the case of a student with disabilities enrolled in ESE, recommendation of the IEP team.

**J. Summer School**

**1. LEP Students**

All categories of Limited English Proficient (LEP) students in grades K-5 , including Limited English Proficient (LEP) students are eligible to attend Summer School for either academic or language maintenance needs, provided the services are rendered at the school. The following requirements must be met:

- The need for summer school attendance must be documented in the student’s individual LEP Plan.
- The specific academic or language maintenance needs of the student must be listed in the student’s individual LEP Plan.
- The student’s LEP Plan will serve as the summer school LEP Plan.

**2. ESE Students**

The determination of Extended School Year (ESY) services is a decision of the Individual Educational Planning team and should be provided for the student if the skills learned during the school year will significantly jeopardized through regression without them.

*Adopted 6/27/00*

**3. Home Education Students**

Home education students may participate in summer school if it is available and if they meet the same eligibility requirements as established for all regularly attending students.

Students who expect to earn Summer School credit in a home education program must register with the Superintendent by the end of the first grading period (second week) of summer school.

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**IV. REPORTING STUDENT PROGRESS**

**A. Parent(s)/Guardian(s) – Written Notification Requirements**

*Florida Statute 232.24521* requires that district report cards for all elementary school students must clearly grade or mark:

- the student’s academic performance in each class or course in grades 1-12 (based upon examinations as well as written papers, class participation and other academic performance criteria);
- the student’s conduct and behavior; and
- the student’s attendance, including absences and tardiness.

The student’s final report card for a school year shall contain a statement indicating end-of-year status regarding performance or nonperformance at grade level, acceptable or unacceptable behavior and attendance and promotion or nonpromotion.

**B. Report Cards**

- All schools shall use a standard report card appropriate for the level (K, 1-2, 3-5) as the primary means of reporting student progress.
- With the approval of the Superintendent and the School Board, schools may develop additional or supplementary instruments, which may be used in conjunction with the standard report card.

*Amended 7/29/97 & 6/25/99*

- Report cards shall be issued for all students, K-5, at the close of each grading period. *Amended 6/30/92*
- Progress Reports may be issued at the end of the extended year programs and services, i.e., summer school, Saturday school, before and after school programs. *Adopted 6/27/00*
- Parents are to be notified in writing at any time during a grading period when it is apparent that the student may not pass or is performing unsatisfactorily in any course or grade level. The county Deficiency/Progress Report and/or approved electronic Progress Report form will be used for this notification.

*Amended 6/15/99 & 6/27/00*

Report cards for Limited English Proficient (LEP) students must be in the primary language of the parent/guardian, whenever feasible. *Amended 7/27/00* These primary language report cards are to be attached to the English report card.

**C. General Rules of Marking**

**Report Card Grades:**

1. Report card grades are to provide the student and the student’s parents(s)/guardians(s) with an objective evaluation of the student’s scholastic achievement, and effort.



- \* Working Below Grade Level
- # Modified Curriculum

**Grades 1-2**

Reading, mathematics, language/writing, science, and social studies will be evaluated using the following criteria:

- O Outstanding
- S Satisfactory
- N Needs Improvement

**Grades 3-5**

Effective July 1, 2001, Grades 3-5 will be given corresponding letter grades in subject areas of reading, language/writing, science, social studies, and mathematics using the scale below: *Amended 6/19/01*

<u>Grade</u>	<u>Percent</u>	<u>Definition</u>
A	90-100	outstanding progress
B	80-89	above average progress
C	70-79	adequate progress
D	60-69	lowest acceptable progress
F	0-59	failure
I	0	incomplete

If an “I” (incomplete) is recorded on a report card, the requirements for which the incomplete was assigned must be satisfied within two weeks of the issuance of report cards or the “I” becomes “F”. At the teacher’s discretion a longer period of time may be allowed for make up work.

For **Special Area classes in grades K-5**, the following grading scale may be used: *Amended 6/30/92 & Amended 6/27/95*

- O Outstanding
- S Satisfactory
- N Needs Improvement

**F. Guidelines for Grading and Reporting Academic Progress of LEP Students** *Revised 6/27/00*

The course grade and academic progress of LEP students will be based on the results of teacher observation, alternative assessments, and modified tests used to assess the understandable instruction provided through the use of ESOL teaching strategies, appropriate instructional materials, and curriculum modifications.

If there is a continued pattern of failure in classroom performance and assessments, the LEP committee shall meet to review the reasons for the student’s lack of progress. The reason(s) documented for the academic under-performance of an LEP student **cannot imply** that he/she needs an extra year to learn English or that it is due to the student’s lack of English proficiency.

The following documentation needs to be in the student permanent records:

- Documentation of the ESOL strategies used by the ESOL language arts and basic content area teacher(s) to provide understandable instruction, including the alternative assessment instruments and test modifications used to evaluate the student’s academic progress.
- The records of parental contacts or attempts made to inform the parent/guardian of the student’s under-performance. When applicable, copies of the deficiency reports signed by the student and parent/guardian. Notices to parent/guardian of LEP students must be provided in the home/native language, whenever feasible.
- The instructional support requested by the teacher(s) to provide additional assistance for the student from the ESOL Assistant and Compliance Specialist available at the school.

**F. District/ State Assessment Programs**

All students must participate in all regular district and state assessments for accountability purposes (*Florida Statute 229.57*). Each student in grades 1-5 must participate in the Fall SAT-9 testing for Reading Comprehension and Math Problem Solving subtests.

Home education students who wish to participate in the Florida Comprehensive Assessment Test (FCAT) may do so under the following conditions:

*Adopted 6/19/01*

- Home education students may take the FCAT only at the school for which they are zoned.
- Home education students must abide by all the rules of the Student Code of Conduct while on any Osceola County school campus. Failure to do so will result in the removal of the student from the campus and loss of testing privileges.
- Home instruction parents must notify the appropriate school(s) of their intention to participate in testing at least two weeks in advance of the scheduled assessment.

**G. Modifications of District/ State Assessments for Special Program Students *Amended 07/01/02***

**1. LEP Students**

The LEP Committee will review each ESOL student’s progress to determine whether a modification is necessary. Test modifications, based on the recommendations of the LEP Committee, may include: **flexible setting, flexible scheduling, flexible timing, English/heritage language dictionary, and assistance in the heritage language.**

2. Students with Disabilities

a. 504 Students

Students with 504 plans may receive modifications on both district and state assessments. The multidisciplinary team should refer to the student’s past performance on standardized tests and the classroom modification section of the 504 Plan to determine if the impairment substantially interferes with his/her performance. If so, the multidisciplinary team will determine the necessary modifications for district and state assessments.

Modifications may include: **flexible setting, flexible scheduling, flexible timing, flexible responding, flexible presentation, and/ or flexible format.**

b. ESE Students

Test modifications during district/state testing will be implemented as specified in the student’s IEP. The IEP must specify:

- assessment name,
- area of assessment (e.g., reading, mathematics, etc.),
- standard administration, and
- modification(s):
  - ✓ flexible setting,
  - ✓ flexible scheduling,
  - ✓ flexible timing,
  - ✓ flexible responding,
  - ✓ flexible presentation, and/ or
  - ✓ flexible format.

H. Exemptions from District/State Assessments for Special Program Students *Amended 07/01/02*

1. LEP Students

An LEP student whose Home Language Survey (HLS) date precedes a district/state testing date by less than one year may be exempted individually by specific action of the LEP Committee. **It is strongly recommended all be tested.** A district-approved alternate assessment must be administered to those LEP students who have been exempted from a district and/or state assessment. *Adopted 07/01/02*

2. Students With Disabilities

a. 504 Students

Students with 504 plans **may not** be exempted from state assessments.

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**b. ESE Students**

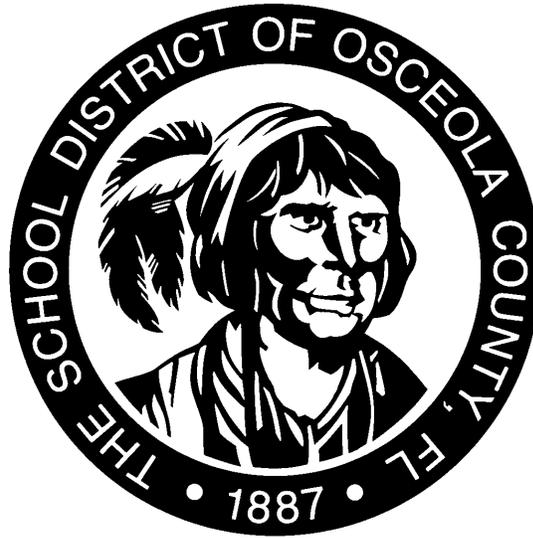
The IEP committee determines whether a student with a disability participates in state and district assessments. The decision to exclude any student with a disability must be documented on the IEP and must meet the following criteria:

- the student demonstrated cognitive ability prevents the student from completing required coursework, and achieving the benchmarks of the Sunshine State Standards, even with appropriate and allowable accommodation; AND
- the student requires extensive direct instruction to accomplish the application and transfer of skills competencies needed for domestic, community living, leisure, and vocational activities.

Students who are excluded from state and district assessments will be assessed through an alternate assessment procedure identified by the IEP team and documented on the IEP.

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**THE SCHOOL DISTRICT OF  
OSCEOLA COUNTY, FLORIDA**



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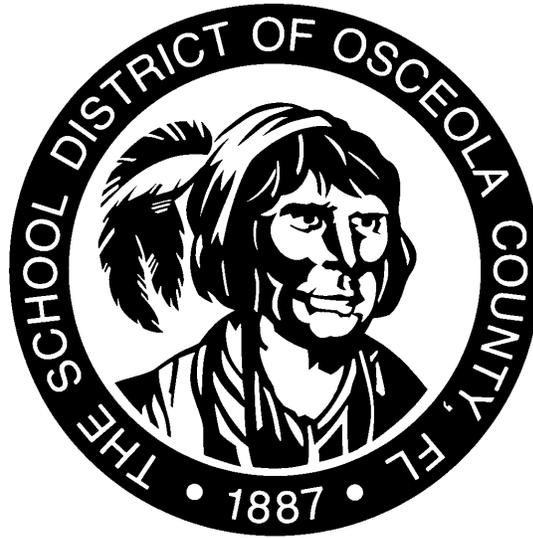
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**2002-2003  
PUPIL PROGRESSION PLAN**

**Effective July 01, 2002**

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**THE SCHOOL DISTRICT OF  
OSCEOLA COUNTY, FLORIDA**



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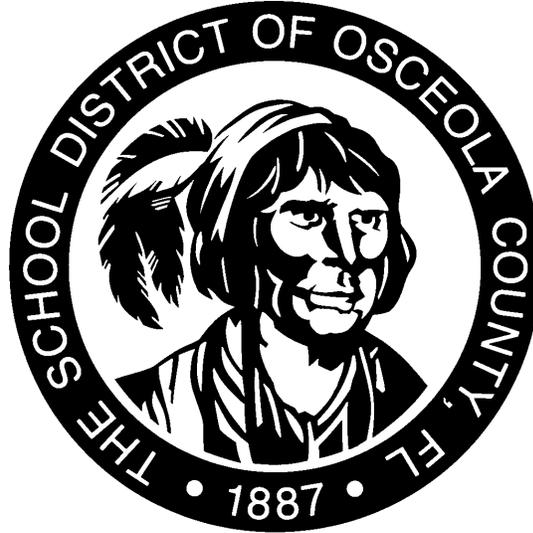
**2002-2003  
MIDDLE SCHOOL  
PUPIL PROGRESSION PLAN**

**Grades 6-8**

**Effective July 01, 2002**

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**THE SCHOOL DISTRICT OF  
OSCEOLA COUNTY, FLORIDA**



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**SCHOOL BOARD MEMBERS**

**CHAIRMAN**

David E. Stone

Thomas Chalifoux

Tom Greer

Michael E. Harford

Judith A. Robertson

**SUPERINTENDENT**

Blaine Muse

**THE SCHOOL DISTRICT OF  
OSCEOLA COUNTY, FLORIDA**

**PUPIL PROGRESSION PLAN TASK FORCE**

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**ELEMENTARY COMMITTEE**

Beverly Brizendine, Director of Elementary Programs  
Melba Luciano, Principal, Central Avenue Elementary  
Linda Harwood, Principal, Highlands Elementary

**MIDDLE SCHOOL COMMITTEE**

Annalee Meadows, Director of Secondary Programs  
Penny Noyer, Principal, Horizon Middle School  
Dan Parker, Principal, St. Cloud Middle School

**HIGH SCHOOL COMMITTEE**

Annalee Meadows, Director of Secondary Programs  
Jim Kish, Director of Technical and Adult Education  
Michael Brizendine, Principal, Poinciana High School  
George Sullivan, Principal, St. Cloud High School  
Sonia Vazquez, Coordinator of Charter and Choice Schools

**SPECIAL PROGRAMS COMMITTEE**

Penny Collins, Director of Exceptional Student Education  
Dalia Medina, Coordinator of Multicultural Education  
Don L. Miller, Director of Special Programs  
Beth Rattie, Coordinator of Alternative Programs  
Sonia Vazquez, Coordinator of Charter and Choice Schools

**TABLE OF CONTENTS**

1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
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41

<b>I.</b>	<b>ENTRY AND ATTENDANCE REQUIREMENTS</b>	<b>1</b>
	<b>A. Initial Entry Requirements</b>	<b>1</b>
	1. Evidence of Age	1
	2. Health Requirements	2
	a. Certificate of Physical Examination	2
	b. Proof of Tuberculin Test	2
	c. Immunization	2
	3. Residency Requirements	3
	<b>B. Placement of Transfer Students</b>	<b>4</b>
	1. General Transfer Information	4
	2. Placement of Transfer Students – Grades 6-8	4
	3. Students Who Are Not Residing with Their Natural Parents or Legal Guardian	5
	4. Student Custody	5
	5. Limited English Proficient (LEP) Students	5
	6. Students with Disabilities	6
	a. 504 Students	6
	b. Exceptional Student Education (ESE) Students	6
	7. Home Education	6
	<b>C. Attendance Guidelines</b>	<b>7</b>
	1. Student Absences	8
	a. Excused Absences	8
	b. Permitted Absences	9
	c. Unexcused Absences	9
	2. Students with Disabilities	10
	a. 504 Students	10
	b. ESE Students	11
	3. Hospital/Homebound Program	11
	4. Student Absences for Religious Reasons	11
	<b>D. Student Withdrawals</b>	<b>11</b>
	1. Student Withdrawals During the Last Two Weeks of the School Year	11
	2. Student Withdrawals for Enrollment in Home Education Programs	12
<b>II.</b>	<b>PROGRAM DESCRIPTION</b>	<b>12</b>
	<b>A. Florida System of School Improvement and Accountability</b>	<b>12</b>
	1. General Academic Requirements	13

1		2. Electives	14
2		3. Health/ Personal Development Requirement	14
3		4. Physical Education	14
4		5. Computer Literacy	14
5		6. Dual Enrollment in High School Courses	14
6		Required Instruction	15
7		Goal 3: Student Performance	16
8			
9	<b>B.</b>	<b>Special Programs</b>	<b>17</b>
10		1. LEP Students	17
11		2. Dropout Prevention Program (DOP)	18
12		3. Gifted Education	18
13		4. Students with Disabilities	19
14		a. 504 Students	19
15		b. ESE Students	19
16		5. Home Instruction	20
17			
18	<b>III.</b>	<b>PROMOTION</b>	<b>20</b>
19	<b>A.</b>	<b>General Promotion Requirements – Grades 6-8</b>	<b>21</b>
20		1. Grade Six	21
21		2. Grade Seven	21
22		3. Grade Eight	22
23	<b>B.</b>	<b>Student Performance Levels for</b>	
24		<b>Reading, Writing and Mathematics</b>	<b>22</b>
25		1. Required Program of Study – Grades 6-8	23
26		2. Teacher Judgment	23
27		3. Possible Grade Level Assessments	23
28		Grade 6 Assessments	23
29		Grade 7 Assessments	23
30		Grade 8 Assessments	24
31		Promotion of ESE Students	24
32	<b>C.</b>	<b>Student Performance Level Chart, Grades 6-8</b>	<b>24</b>
33	<b>D.</b>	<b>Promotion to a Higher Grade Level</b>	<b>26</b>
34	<b>E.</b>	<b>Academic Improvement Plan (AIP) Process</b>	<b>26</b>
35		1. Steps for Implementing the AIP	27
36		2. LEP Students	28
37		3. Gifted Students	29
38		4. Students with Disabilities	29
39		a. 504 Students	29
40		b. ESE Students	29
41	<b>F.</b>	<b>Remediation and Retention</b>	<b>29</b>

1	G. Attendance for Promotion Grades 6-8	30
2	H. Retention – Special Program Considerations	31
3	1. LEP Students	31
4	2. Students with Disabilities	31
5	a. 504 Students	31
6	b. ESE Students	32
7	I. Remediation Programs	32
8	1. Program Description	32
9	2. Jump Start Remedial Program	33
10	J. Summer School	34
11	1. LEP Students	34
12	2. ESE Students	35
13	3. Home Education Students	35
14		
15	<b>IV. REPORTING STUDENT PROGRESS</b>	<b>35</b>
16	A. Parent(s)/Guardian(s) – Written Notification	
17	Requirements	35
18	B. Report Cards	35
19	C. General Rules of Marking	36
20	D. Description and Definition of Marks	37
21	E. Guidelines for Grading and Reporting	
22	Academic Progress of LEP Students	38
23	F. District/ State Assessment Programs	39
24	G. Modifications of District/ State Assessment for	
25	Special Program Students	39
26	1. LEP Students	39
27	2. Students with Disabilities	39
28	a. 504 Students	39
29	b. ESE Students	40
30	H. Exemptions from District/State Assessment for	
31	Special Program Students	40
32	1. LEP Students	40
33	2. Students with Disabilities	40
34	a. 504 Students	40
35	b. ESE Students	40

I. ENTRY AND ATTENDANCE REQUIREMENTS

All children who have attained the age of six (6) years or who will have attained the age of six (6) years by February 1 of any school year or who are older than six (6) years of age but who have not attained the age of sixteen (16) years are required to attend school regularly during the entire school term.

A. Initial Entry Requirements

1. Evidence of Age Amended 6/27/95

Florida Statute 232.03 requires that students enrolling in public school for the first time must present evidence of their age. Evidence submitted shall be one from the following priority list:

- a valid birth certificate, or other document of birth,
certificate of baptism, with sworn affidavit, or
two-year old life insurance policy on child, or
Bible record, with sworn affidavit, or
passport\* showing age, or
affidavit of age sworn to by parent and a certificate of age signed by health officer, school physician or licensed physician.

Florida Statute 232.03

Evidence of date of birth required -

Before admitting a child to prekindergarten or kindergarten, the principal shall require evidence that the child has attained the age at which he or she should be admitted in accordance with the provisions of Section 232.01, Florida Statutes. The superintendent may require evidence of the age of any child whom he or she believes to be within the limits of compulsory attendance as provided for by law. If the first prescribed evidence is not available, the next evidence obtainable in the order set forth below shall be accepted:

- (1) A duly attested transcript of the child's birth record filed according to law with the public officer charged with the duty of recording births;
(2) A duly attested transcript of a certificate of baptism showing the date of birth and place of baptism of the child, accompanied by an affidavit sworn to by the parent;
(3) An insurance policy on the child's life which has been in force for at least 2 years;
(4) A bona fide contemporary Bible record of the child's birth accompanied by an affidavit sworn to by the parent;
(5) A passport\* or certificate of arrival in the United States showing the age of the child;
(6) A transcript of record of age shown in the child's school record of at least 4 years prior to application, stating date of birth; or
(7) If none of these evidences can be produced, an affidavit of age sworn to by the parent, accompanied by a certificate of age signed by a public health officer or by a public school physician, or, if neither of these shall be available in the county, by a licensed practicing physician designated by the school board, which certificate shall state that the health officer or physician has examined the child and believes that the age as stated in the affidavit is substantially correct.

\*If a passport or immigration document is used as evidence of age, it may not be duplicated. Only a notation may be placed in the student's record. Adopted 6/27/00.

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**2. Health Requirements – Initial Entry**

**a. Certificate of Physical Examination** *Amended 6/30/92*

A certificate of a physical examination within the twelve-month period immediately proceeding enrollment shall be presented before a child is allowed to attend classes. The certificate shall be signed by a licensed practicing physician, or an Advanced Registered Nurse Practitioner certifying that the pupil has no contagious or communicable disease which would warrant the pupil’s exclusion from public schools. A Physician’s Assistant operating under the supervision of Osceola County Public Health Director may also sign the certificate. *Amended 6/27/95*

Students, other than children of military personnel, transferring from a foreign country must possess an examination certificate issued within the United States.

**Exceptions:**

- The pupil was previously enrolled in a Florida school.
- Parental objections on religious grounds are in writing.

**b. Proof of Tuberculin Test**

Any enrollee returning from an area outside of the Continental United States, regardless of grade level, must present evidence of a Tuberculin test, with a negative reading, administered within the last twelve months before class attendance will be allowed. A student who has a positive reading on any Tuberculin test will be required to submit to a chest X-ray. The student will not be allowed to enroll until a licensed physician certifies that the student may attend class. *Amended 7/23/91, 6/27/95 & 7/21/98*

For purposes of this rule the following United States territories are considered to be a part of the Continental United States:

- America Samoa
- Guam
- Puerto Rico
- Trust Territories of the Pacific
- Virgin Islands

**c. Immunization** *Amended 7/21/98*

Each pupil who is otherwise entitled to admittance to an Osceola County School, shall be required to present a certificate of immunization on a Florida form, showing that the student has received inoculations for those communicable diseases for which immunization is required by the Division of Health, and Florida Statute 232.032.

**DRAFT PENDING BOARD APPROVAL**

Students who have not received the required immunizations as stipulated by state law and who have not received a statutory exemption will be temporarily excluded from school until such immunizations have been administered.

*Adopted 9/7/99*

**Required Immunizations:**

- five (5) DP’s
- four (4) Polio
- ~~one (1) MMR (If taken at twelve (12) months or older)~~ two (2) MMR’s (First dose is valid if given on or after first birthday.) *Amended 9/7/99, 6/27/00, 6/19/01, & 07/01/02*

**Grades 6**

All required immunizations ~~and a second MMR~~ *Amended 07/01/02*

**Grades 7-8**

All required immunizations ~~and a second MMR~~ and Hepatitis B (series of 3) and Tetanus/ Diphtheria (TD) booster *Amended 07/01/02*

**Exceptions may be granted as follows:**

- parental objections in writing on religious grounds,
- written certification for exemption for medical reasons by a competent medical authority or the Division of Health.

**3. Residency Requirements** *Amended 6/29/93 & 6/27/95, Revised 7/21/98*

A resident parent or guardian admitting a pupil to an Osceola County School shall produce **two (2) documents from the following categories:**

- mortgage document, rental or lease agreement, property tax records;
- notarized statement signed by the owner of the home in which the parent resides with supporting documents from the owner such as a mortgage, rental or lease agreement, or property tax records;
- current utility bill;
- income tax records;
- proof of receipt of government benefits.

If false and/or misleading information is presented in order to meet residency requirements, the child falsely registered shall be subject to immediate withdrawal from Osceola District Schools and required to register in the school in the assigned attendance zone or in the case of an out-of-district child, a school in the district of residence.

Any person knowingly providing false and/or misleading information may be liable for criminal charges under Florida Statutes.

1           **B.    Placement of Transfer Students**

2  
3           **1.   General Transfer Information**

4  
5           The school principal will determine placement of a student who transfers from  
6           other countries, counties, states, private schools or from a home education  
7           program. If a student transfers from a school or program other than a regionally  
8           accredited institution or with inadequate or incomplete records, placement will be  
9           based upon the information available, including any or all of the following:

- 10                   ▪   student’s age,
- 11                   ▪   a review of all existing school records and home education records  
12                           (e.g., student portfolio, annual evaluations),
- 13                   ▪   a review of the previous educational program including, but not  
14                           limited to, time spent in a program and curriculum requirements of  
15                           the program,
- 16                   ▪   a test on grade level or individual subject-area objectives or  
17                           competencies to be identified by the principal,
- 18                   ▪   an interview with the student and/or the parent(s)/guardian(s) by the  
19                           principal or designee(s),
- 20                   ▪   teacher judgment of classroom performance during a probationary  
21                           period to be established by the principal.

22  
23           **2.   Placement of Transfer Students – Grades 6-8** *Amended 07/01/02*

24  
25           A student in grades 6-8 who transfers from any other public school in the  
26           United States or a foreign country is placed in comparable classes and all  
27           records from the previous school are accepted.

28  
29           ~~**Non-Residents of Florida – Definition**~~ *Amended 6/27/95*

30           ~~For the purpose of this section a non resident is defined as a person whose~~  
31           ~~primary residence is outside the State of Florida.~~

32  
33           ~~**Tuition**—Pupils in kindergarten through the twelfth grade, whose parent,~~  
34           ~~parents or legal guardians are nonresidents of Florida but are American~~  
35           ~~Citizens, shall be charged a tuition fee of \$50 (cash only), payable at the time~~  
36           ~~the pupil is enrolled. This tuition shall not be refundable.~~

37  
38           ~~The tuition shall be paid at the County School Board Office. Pre-numbered~~  
39           ~~receipts shall be issued upon payment of fee, and each receipt shall show~~  
40           ~~name of pupil, name of parent, date, purpose, name of district, and signature~~  
41           ~~of individuals receiving payment.~~

42  
43           ~~**Exceptions shall be as follows:**~~

- 44                   ~~▪ the student was previously enrolled in a public school in~~  
45                           ~~Florida during the current school year, or~~
- 46                   ~~▪ the student is in a certified exchange program, or~~
- 47                   ~~▪ the parent is a migratory agricultural worker, or~~

- ~~the parent is currently on active military duty.~~

3. **Students Who Are Not Residing with Their Natural Parents or Legal Guardians**

Any student wishing to enroll in school who is not residing with his or her natural parent or legal guardian shall have the responsible adult with whom the student is living sign an Affidavit of Responsibility form available through Student Services at the District Office. The responsible adult shall present proof that he or she has parental consent or legal right to accept responsibility. Parental consent shall be notarized.

4. **Student Custody**

Any person or agency who has been given exclusive care, custody, or control over any student by order of any court having jurisdiction to enter such order, may provide a certified or otherwise authenticated copy of such order, Marriage Certificate, or other extraneous criteria not covered by specific rule, to the principal of the school in which each student is enrolled. The order shall be placed in the student’s official records and thereafter such person or agency shall be recognized for all purposes as the sole parent or guardian of the student until such time as subsequent or additional orders changing such status are likewise provided.

Implementation: 232.04, 232.01, 232.031, 232.032, 320.38, 322.031; SBR 6A-198; 228.212, 316.003 (62); 228.041 (1) (a), 228.061 (2); F.S; SBR 6A-6.311 and 6A.6341 and 230.23 (4) (m), F.S.

5. **Limited English Proficient (LEP) Students**

For a student identified as Limited English Proficient (LEP) and transferring from a school in another country, placement must comply with appropriate procedures for students in the English for Speakers of Other Languages (ESOL) programs found in the *ESOL Program Procedures*.

**Home Language Survey (HLS) Responses/Assessment Criteria**

- A student with all NO responses on the HLS is considered non-Limited English Proficient (LEP).
- A student with any YES response is referred for additional English language proficiency assessment.
- A student with a YES response to question #1 only is **temporarily** placed in general education classes until English proficiency assessment occurs.
- A student with more than one YES response is temporarily placed in basic ESOL classes until English language proficiency assessment occurs.
- The state-approved age-appropriate IDEA Language Proficiency Test is used to assess oral/aural English ability and is to be administered within the first 20 days after the registration date.

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**6. Student with Disabilities**

**a. 504 Students**

A transferring 504 student is a student who was previously enrolled in any other school or agency with an active 504 plan and who is enrolling in a Florida school district. Upon notification that a transferring student is one with an active 504 Plan, the receiving school must review the existing 504 Plan and must revise as needed.

**b. Exceptional Student Education (ESE) Students**

- A transferring ESE student is one who was previously enrolled as an ESE student in any other school or agency and who is enrolling in a Florida school district or in an educational program operated by the Exceptional Student Education Department through grants or contractual agreements.
- An ESE student who is transferring from one Florida public school district to the School District of Osceola County who has a current Individual Education Plan including Gifted Students (IEP/GEP) will be placed in the appropriate educational program(s) consistent with the plan. The receiving school **must** review and may revise the current IEP/GEP as necessary.
- An ESE student who is transferring from an out-of-state public school and has a current IEP as well as evaluation data necessary to determine that the student meets Florida’s eligibility criteria for special programs will be placed immediately in the appropriate educational programs(s) without temporary assignment. An ESE student who is transferring from another state and does not meet the district’s criteria for dismissal from an ESE program will also be placed immediately in the appropriate educational program(s) without temporary assignment. In both cases, the receiving school **must** review the current IEP and may revise the document as necessary.

**7. Home Education**

Students who are participating in a home instruction program in accordance with FS 232.0201 may be admitted to public school on a part-time basis.  
*Adopted 9/17/96*

- Students in home education who wish to attend public school must have met all criteria for a home education program during the entire semester immediately prior to the time of admission, meet the same registration requirements as full-time students, and enroll for and attend at least one (1) regularly scheduled class period at the zoned school. Such students must register prior to the start of the semester they will attend. Full-time students will be given priority in course registration. Home-schooled

1 students who are excluded from a class/course at their zoned school due  
2 to space limitations may attend another school if space in that  
3 class/course is available. *Adopted 9/17/96, Amended 6/19/01*

- 4
- 5 ■ The Board is not responsible for the transportation of students in a home  
6 education program to or from the school. The school principal will  
7 establish the time and place for arrival and departure of home education  
8 students. Students who attend school on a part-time basis are subject to  
9 all applicable rules and regulations pertaining to full-time students.  
10 *Adopted 9/17/96*

- 11
- 12 ■ Home education students are eligible to participate in interscholastic  
13 extracurricular student activities. The school principal will establish  
14 guidelines for participation pursuant to Florida Statute 232.425 (3)(c),  
15 and these guidelines will be made available to home education students  
16 choosing to participate in interscholastic extracurricular activities.  
17 *Adopted 07/02/96*

18

19 **C. Attendance Guidelines**

20

21 School attendance is the direct responsibility of parent(s)/guardian(s) as required by  
22 Florida Statute 232.09. All students are expected to attend school regularly and to be  
23 on time for classes in order to benefit from the instructional program and to develop  
24 habits of punctuality, self-discipline, and responsibility.

25

26 **Responsibility for Attendance**

- 27 ■ Each parent of a child within the compulsory attendance age shall be responsible  
28 for such child's school attendance as required by Florida Statutes 232.09.
- 29
- 30 ■ Whenever a child of compulsory attendance age is absent without the permission  
31 of the person in charge of the school, the parent of the child shall report and  
32 explain the cause of such absence to the proper person at each school, as provided  
33 in Florida Statute 232.10.
- 34
- 35 ■ Notes or telephone calls from parent(s)/guardian(s) are required either before or  
36 after an absence. It is the responsibility of the student to make up work missed  
37 because of absences. Students receiving out-of-school suspension **must** be  
38 assigned schoolwork that will cover content and skills taught during the duration  
39 of the suspension. Students are given one day for each absence to complete  
40 makeup work unless unusual circumstances indicate an extension. The principal  
41 or designee must approve any extension.
- 42
- 43 ■ The Superintendent may delegate the enforcement of compulsory school  
44 attendance and child welfare to attendance personnel as provided in Florida  
45 Statute 232.16.

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**Reporting Procedures**

- It shall be the responsibility of the principal and the teacher to encourage regularity of attendance and punctuality, and to check student attendance as prescribed below.
- The principal shall be responsible for the administration of attendance rules and procedures and for the accurate reporting of attendance in the school under his direction. All officials, teachers and other employees shall keep records and shall prepare and submit all reports that may be required by law and State Board Regulation 6A-1.044.
- Attendance checks shall be made as early in the day as practicable. Students who are not present in school at the time attendance is checked shall be marked absent for the day unless presence is verified by attendance personnel. (This is not to be confused with class attendance). All absences whether "excused, or "permitted", or "unexcused", shall be recorded each day.

**1. Student Absences**

Non-attendance in a class shall be considered an absence unless the student is participating in a school activity. Absences shall be classified as:

**a. Excused Absences**

Absences shall be excused for the following reasons:

- illness or injury of the student,
- illness, injury, or death in the immediate family of the student.  
The immediate family shall be defined as listed in the United States Internal Revenue Service guidelines.

If there is a reasonable doubt concerning the illness claimed, the principal shall be authorized to require a statement from an accepted medical authority. Failure to comply with this requirement shall result in the absence being "unexcused."

The Principal of a school shall have sole discretion as to how absences shall be reported to the school. The parent or legal guardian shall report absences through a telephone call, a handwritten note, or both as determined by the Principal. *Adopted 6/19/01*

In cases of excused absences, the student shall be allowed to make up the work and teachers of the students shall give every reasonable assistance.

Make-up work shall be completed during a period of time equal to at least twice the time for which the absence is excused, unless the teacher allows more time.

**b. Permitted Absences**

“Permitted” absences may be granted. Only the principal shall have the authority to grant “permitted” absences and then only after he or she has considered the merits of each case. It shall be the principal’s responsibility to give to the parents a copy of the School Board rules pertaining to permitted absences.

Arrangements for make-up work shall be made in advance with the instructor of classes to be missed. The student shall assume complete responsibility for the make-up work. The teachers shall cooperate by making assignments, grading materials, and recording grades. The teacher shall set a timeline for receiving the student’s work for credit, and this timeline will not exceed twice the number of days of absence.

**Examples of situations warranting “permitted” absences include:**

- attendance at an important public function,
- attendance at church meetings, or observances of religious holidays,
- travel with parents in urgent circumstances,
- attendance at non-school conventions or conferences,
- other situations with parental permission and the approval of the principal, or
- participation in a non-instructional activity.

**A student who wishes to participate in a non-instructional activity must:**

- meet the academic requirements as set forth by the School Board,
- make arrangements, in advance, with the teacher for missing classes, and
- accept the responsibility for making up time and work.

**c. Unexcused Absences**

All absences other than “excused” or “permitted” shall be deemed “unexcused,” and a failing grade shall be recorded for the period of the “unexcused” absence, **except** when students who are suspended from school during grade period exams or semester exams, such students shall be allowed to make up these exams.

- Upon each unexcused absence, the Principal or designee shall contact the student’s parent or guardian to determine the reason for the absence.
- If a student has had at least five (5) unexcused absences within a calendar month or ten (10) unexcused absences within a ninety (90) day calendar period, the student’s primary teacher shall report to the principal or designee that the student may be exhibiting a pattern of non-attendance. Unless there is clear evidence that the

## DRAFT PENDING BOARD APPROVAL

1 absences are not a pattern of non-attendance, the case shall be  
2 referred to a child study team to determine if early patterns of  
3 truancy are developing. If the child study team finds that a pattern  
4 of non-attendance is developing, whether the absences are excused  
5 or not, a meeting with the parent must be scheduled to identify  
6 potential remedies.

- 7
- 8 ■ If the initial meeting with the parent does not resolve the problem,  
9 the child study team shall implement specific interventions that  
10 best address the problem.

11

12 The child study team shall be diligent in facilitating intervention  
13 services and shall report the case to the Superintendent or his  
14 designee only after all reasonable efforts to resolve the problem  
15 have been exhausted.

- 16
- 17 ■ If the parent, guardian, or other person in charge of the child  
18 refuses to participate in the remedial strategies because he/she  
19 believes that those strategies are unnecessary or inappropriate, the  
20 parent, guardian, or other person in charge of the child may appeal  
21 to the School Board. The School Board may provide a hearing  
22 officer, who may be an employee of the School Board, in lieu of a  
23 School Board hearing, who shall hear the case and make a  
24 recommendation for final action to the School Board. If the  
25 School Board's final determination is that the strategies of the  
26 child study team are appropriate, and the parent, guardian, or other  
27 person in charge of the child still refuses to cooperate, the  
28 Superintendent may seek criminal prosecution for noncompliance  
29 with compulsory school attendance.
  - 30
  - 31 ■ If a child subject to compulsory attendance will not comply with  
32 attempts to enforce school attendance, the parent, guardian or  
33 Superintendent or his designee shall refer the case to the case  
34 staffing committee pursuant to Florida Statutes, and the  
35 Superintendent or his designee may file a truancy petition pursuant  
36 to procedures outlined in Florida Statutes. (*FS 984.12, 984.151*)

## 37

### 38 2. Students with Disabilities

#### 39

#### 40 a. 504 Students

41 In the case of a student with excessive absences, a 504 Reevaluation meeting  
42 should be held to determine if the absences are caused by the disability of  
43 record on the active 504 Plan. If the 504 committee determines that the  
44 absences are caused by the disability, the student's placement must be re-  
45 evaluated as to the appropriateness of the current placement and the plan must  
46 address any additional strategies and/or interventions needed.

If the 504 committee determines that the absences are not caused by the disability, the student is treated in the same manner as that for a general education student. Documentation of 504 Reevaluation meeting should be kept on file.

**b. ESE Students**

All exceptional students will follow regular education attendance procedures.

In the case of an ESE Student with excessive absences, an IEP team meeting must be conducted to determine whether or not the absences are related to the student’s disability. If the IEP team determines that the excessive absences **are** related to the student’s disability, the IEP team must determine a reasonable course of action which may include the possible waiver of the attendance guidelines in determining grades as well as a change of placement.

If the IEP team determines that the student’s excessive absences **are not** related to the student’s disability, the student is treated in the same manner as that for a general education student.

**3. Hospital/Homebound Program**

Parent(s)/guardian(s) may request that the principal consider eligibility for a hospital/homebound program for a student with an illness predicted by certified medical personnel to exceed 15 consecutive school days.

**4. Student Absences for Religious Reasons**

Students will be afforded an opportunity to make up missed work without adverse school effects when absent because of a religious holiday. Within five school days prior to an expected absence for religious reasons, parent(s)/guardian(s) must notify the principal in writing and request that the student be excused from attendance. A written excuse will not be required upon return to school and no adverse or prejudicial effects will result for any student availing her/himself of this provision. Students will be permitted to make up missed work according to school procedures.

If questions arise regarding this rule, principals will grant the parent(s)/guardian(s) a conference. Parent(s)/guardian(s) may appeal the principal’s decision to the Superintendent should a conflict arise.

**D. Student Withdrawals**

**1. Student Withdrawals During the Last Two Weeks of the School Year**

The parent(s)/guardians(s) of a student who leaves school **during** the last two weeks of the school year must show evidence that the withdrawal is necessary and the student must successfully complete assigned class work. Principals

are authorized to make arrangements for the administration of any tests if appropriate.

Principals may waive the requirements for early withdrawal when unusual/extenuating circumstances require it.

**2. Student Withdrawals for Enrollment in Home Education Programs**

Florida Statute 232.02(1) permits parents to choose to place their children in a home instruction program in lieu of public school. The requirements of the law will be monitored through Student Services.

To withdraw a student for enrollment in a home education program, parent(s)/guardian(s) must initiate the withdrawal process at the school and notify the Superintendent of Schools in writing of the intent to provide home education for the student. A **copy** of the notification of intent to provide home education **must** be taken to the school in which the student is enrolled in order for the student to be withdrawn. The school will then contact Student Services to verify that the student has been enrolled in a home education program to complete the withdrawal process.

**II. PROGRAM DESCRIPTION**

**A. Florida System of School Improvement and Accountability**

The Sunshine State Standards (*6A-1.09401 State Board Rules*) are benchmark standards that describe what students should know and be able to do at four progression levels (grades PreK-2; 3-5; 6-8; 9-12) in the subjects of:

- language arts
- mathematics
- science
- social studies
- foreign language
- health education
- the arts
- physical education.

Osceola District Schools shall provide appropriate instruction to assist students in the achievement of these standards. The Sunshine State Standards/Grade Level Expectations have been incorporated within the Osceola County Curriculum Frameworks and are on file in the Administrative Center and are in use at each school. *Adopted 9/17/96, Amended 6/15/99*

District Grade Level Expectations are based upon the state Grade Level Expectations and identify what each student should know and be able to do by the end of each grade.

1. General Academic Requirements

Middle school students will receive instruction in grades six through eight in the following basic subjects: (For LEP students, see section I,M(2,3). Amended 6/15/99 & 6/27/00

- (1) Three years in mathematics.
(2) Three years in communications, which will include experiences in reading, writing, speaking and listening.
(3) Three years of science, which will include instruction in life science, earth science and physical science.
(4) Three years in social studies, which will include the study of the United States and world geography, civics, and Florida history.
(5) The opportunity to enroll in physical education courses, which will be regularly scheduled each year by each school.
(6) A series of experiences will be provided for student development through exposure to courses selected from, but not limited to, the following: Amended 6/29/93

- Agriculture Health
Art Technology Education
Band Law
Business Music
Career Education Public Service
Consumer Education Reading
Foreign Language Writing Skills

The following areas of study are required for each student, grades 6-8: Amended 6/15/99, 6/27/00, & 07/01/02

Grade 6

Table with 2 columns: Course Name, Duration. Rows include Language Arts (1 year), Mathematics (1 year), Comprehensive Science (1 year), Geography: Africa, Oceania, and Asia (1 year), and Electives as offered by each school.

**Grade 7**

<i>Language Arts</i>	<i>1 year</i>
<i>Mathematics</i>	<i>1 year</i>
<i>Comprehensive Science</i>	<i>1 year</i>
<i>Geography: Europe and the Americas</i>	<i>1 year</i>
<i>Electives as offered by each school</i>	

**Grade 8**

<i>Language Arts</i>	<i>1 year</i>
<i>Mathematics</i>	<i>1 year</i>
<i>Comprehensive Science</i>	<i>1 year</i>
<i>United States History, including Florida History</i>	<i>1 year</i>
<i>Electives as offered by each school</i>	

**2. Electives**

Additional courses of studies may include, but shall not be limited to:  
Amended 6/27/00, 7/01/02

<i>Art</i>	<i>Band</i>
<i>Career &amp; Technical Education</i>	<i>Foreign Language</i>
<i>Music</i>	<i>Reading</i>
<i>Writing Skills</i>	

**3. Health/ Personal Development Requirement**

One semester of Health or Personal Development is required for students in grades 7 or 8, *unless a middle school principal elects to cover district Health performance standards in a science course, and the following criteria are met:*

- The science teacher assigned is certified in both science and health, **and**
- A letter of explanation is sent to the Superintendent prior to the beginning of the school year. This letter must be signed by the principal and the teacher and must ensure that all student performance standards for both the Comprehensive Science and the Health courses will be met.

**4. Physical Education**

The opportunity to enroll in physical education courses will be regularly scheduled each year by each school.

**5. Computer Literacy**

In addition to the courses identified above, students must master basic skills in the area of computer literacy.

**6. Dual Enrollment in High School Courses**

Beginning with the 1999-2000 school year, students who attend grades 7 and 8 in Osceola County may elect to take, if offered, high school (dual enrollment) courses at the middle school ~~provided the courses are taught by teachers holding high school certification in the subjects offered. The high school textbook will be used, and the district performance standards and grading policy shall be the same~~

## DRAFT PENDING BOARD APPROVAL

1 as for the course offered in a high school setting. These dual enrollment classes  
2 must be level II or above as outlined in The Florida Course Code Directory. Dual  
3 enrolled students must adhere to high school attendance requirements for  
4 receiving credit. In order to receive high school credit, the student must earn a  
5 final grade of an "A" or "B". with the following conditions:

- 6
- 7 • The teachers of these courses have the appropriate certification(s) in the  
8 subject(s) offered.
- 9 • The textbook, the district performance standards, and the grading policy  
10 are the same as for the high school course.
- 11 • These courses must be level II or above as outlined in The Florida Course  
12 Code Directory.
- 13 • Dual enrolled students must adhere to high school attendance  
14 requirements for receiving credit.
- 15 • In order to receive high school credit, the student must earn a final grade  
16 of an "A" or "B."
- 17 • Students will be limited to the transfer of no more than four high school  
18 credits earned prior to entry into the ninth grade.
- 19 • Grade 8 students who earn credit through dual enrollment will meet  
20 requirements for promotion to high school.

21 Amended 6/30/92, 6/29/93, 7/21/98, 6/15/99, 6/19/01, & 07/01/02  
22

### ***Florida Statute 233.061***

#### ***Required Instruction –***

25 (1) *Each school district shall provide all courses required for high school graduation and appropriate*  
26 *instruction designed to ensure that students meet state board adopted standards in the following*  
27 *subject areas: reading and other language arts, mathematics, science, social studies, foreign*  
28 *languages, health and physical education, and the arts.*

29 (2) *Members of the instructional staff of the public schools, subject to the rules and regulations of the*  
30 *commissioner, the state board, and the school board, shall teach efficiently and faithfully, using the*  
31 *books and materials required, following the prescribed courses of study, and employing approved*  
32 *methods of instruction, the following:*

33 (a) *The content of the Declaration of Independence and how it forms the philosophical foundation of*  
34 *our government.*

35 (b) *The arguments in support of adopting our republican form of government, as they are embodied in*  
36 *the most important of the Federalist Papers.*

37 (c) *The essentials of the United States Constitution and how it provides the structure of our*  
38 *government.*

39 (d) *Flag education, including proper flag display and flag salute.*

40 (e) *The elements of civil government shall include the primary functions of and interrelationships*  
41 *between the Federal Government, the state, and its counties, municipalities, school districts, and*  
42 *special districts.*

## DRAFT PENDING BOARD APPROVAL

1 (f) *The history of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews*  
2 *and other groups by Nazi Germany, a watershed event in the history of humanity, to be taught in a*  
3 *manner that leads to an investigation of human behavior, an understanding of the ramifications of*  
4 *prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and*  
5 *respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for*  
6 *nurturing and protecting democratic values and institutions.*

7 (g) *The history of African Americans, including the history of African peoples before the political*  
8 *conflicts that led to the development of slavery, the passage to America, the enslavement experience,*  
9 *abolition, and the contributions of African Americans to society.*

10 (h) *The elementary principles of agriculture.*

11 (i) *The true effects of all alcoholic and intoxicating liquors and beverages and narcotics upon the*  
12 *human body and mind.*

13 (j) *Kindness to animals.*

14 (k) *The history of the state.*

15 (l) *The conservation of natural resources.*

16 (m) *Comprehensive health education that addresses concepts of community health; consumer health;*  
17 *environmental health; family life, including an awareness of the benefits of sexual abstinence as the*  
18 *expected standard and the consequences of teenage pregnancy; mental and emotional health; injury*  
19 *prevention and safety; nutrition; personal health; prevention and control of disease; and substance use*  
20 *and abuse.*

21 (n) *Such additional materials, subjects, courses, or fields in such grades as are prescribed by law or*  
22 *by rules of the commissioner and the school board in fulfilling the requirements of law.*

23 (o) *The study of Hispanic contributions to the United States.*

24 (p) *The study of women's contributions to the United States.*

25 (q) *A character-development program in the elementary schools, similar to Character First or*  
26 *Character Counts. Such a program must be secular in nature and must stress such character qualities*  
27 *as attentiveness, patience, and initiative.*

28 (r) *In order to encourage patriotism, the sacrifices that veterans have made in serving our country*  
29 *and protecting democratic values worldwide. Such instruction must occur on or before Veterans' Day*  
30 *and Memorial Day. Members of the instructional staff are encouraged to use the assistance of local*  
31 *veterans when practicable.*

32 (3) *Any student whose parent or guardian makes written request to the school principal shall be*  
33 *exempted from the teaching of reproductive health or disease, including HIV/AIDS, its symptoms,*  
34 *development, and treatment. A student so exempted may not be penalized by reason of that exemption.*  
35 *Course descriptions for comprehensive health education shall not interfere with the local*  
36 *determination of appropriate curriculum which reflects local values and concerns.*

### **Student Performance - State Goal 3**

37  
38 A comprehensive program of general education based on Florida's System of School  
39 Improvement and Accountability, Goal 3, when implemented effectively enables  
40 students to make maximum use of their educational opportunities and to function  
41 effectively as productive individuals.  
42  
43

1 The School District of Osceola County Curriculum Guidelines also incorporate the  
2 Goal 3 Standards of Florida’s System of School Improvement and Accountability.

3  
4 Goal 3 emphasizes instruction that focuses on the first ten of the eleven Goal 3  
5 Standards in order to help students apply specific content knowledge in real-world  
6 situations and become successful as:

- 7       ▪ information managers,
- 8       ▪ effective communicators,
- 9       ▪ numeric problem solvers,
- 10       ▪ creative and critical thinkers,
- 11       ▪ responsible and ethical workers,
- 12       ▪ resource managers,
- 13       ▪ systems managers,
- 14       ▪ cooperative workers,
- 15       ▪ effective leaders, and
- 16       ▪ multiculturally sensitive citizens.

17  
18 The eleventh Goal 3 Standard states that, throughout a student’s education, families  
19 will share the responsibility of accomplishing all the standards set in Goal 3.

20  
21 **B. Special Programs**

22  
23 **1. Limited English Proficient (LEP)**      *Revised 7/21/98 & 6/27/00*

24 All students with limited English proficiency (LEP) must be appropriately  
25 identified in order to ensure the provision of appropriate services. Every  
26 student identified as LEP shall continue to receive appropriate instruction and  
27 funding as specified by the District LEP Plan, State Board Rules and  
28 Regulations, and Florida Statutes until such time as the student is reclassified  
29 as English proficient. Note: See the *School District of Osceola County*  
30 *Limited English Proficient Plan 1999* for full explanation of services and  
31 model.      *Amended 6/27/00*

32  
33 **Home Language Survey (HLS) and identification criteria** *Revised 6/27/00*

- 34       ▪ A student with all NO responses on the HLS is considered non-  
35 limited English proficient.
- 36       ▪ A student with any YES response is referred for English language  
37 proficiency assessment.
- 38       ▪ A student with a YES response to question #1 only is temporarily  
39 placed in non-ESOL classes until English language proficiency  
40 assessment is completed.
- 41       ▪ A student with a YES response to question #2 and/or #3 is  
42 temporarily placed in ESOL classes until English language  
43 proficiency assessment is completed.
- 44       ▪ The grade level appropriate Idea Oral Language Proficiency Test  
45 will be used to determine oral/aural English ability and is to be  
46 administered within the first 20 days after registration date.

## DRAFT PENDING BOARD APPROVAL

1 Students in grades 4-12 found to be fluent English speaking will be given a  
2 nationally-normed, standardized reading and writing test, within 20 days of  
3 the oral/aural test for further assessment of their English ability.  
4

- 5       ▪ Exceptional students (ESE) with any YES response shall be  
6 reviewed by a joint ESE/LEP committee to determine appropriate  
7 ESOL assessment and placement.
- 8       ▪ Pre-K students with any YES response are considered LEP until  
9 the English language assessment is administered in Kindergarten.
- 10       ▪ PEEP Pre-K students with any YES responses shall be reviewed by  
11 a joint ESE/LEP committee to determine ESOL status.

12  
13 Every Limited English Proficient student is entitled to equal access to all  
14 academic, categorical, and federal programs offered by the School District of  
15 Osceola County. The amount of time the LEP student is assigned to the  
16 program(s) shall be comparable to the time assigned to a non-LEP student  
17 under similar conditions. An updated LEP student's class schedule must be  
18 maintained in the LEP Portfolio as part of the student permanent record.  
19 *Adopted 6/27/00*  
20

21  
22 Limited English Proficient students are taught by subject area teachers  
23 following the corresponding district curriculum. The instructional personnel  
24 provide appropriate and individualized instruction to students through the use  
25 of ESOL teaching strategies, appropriate instructional materials, curriculum  
26 modifications, and testing modifications. The ESOL modifications are  
27 documented in the teacher's lesson plans as evidence that understandable  
28 instruction is being provided. *Adopted 6/27/00*  
29

30 Schools with fifteen (15) or more LEP students who speak the same home  
31 language must have at least one bilingual teacher assistant or bilingual teacher  
32 proficient in English and the home language of the students. The ESOL  
33 teacher assistant's (or bilingual teacher's) primary assignment is to offer the  
34 LEP students additional help in the basic content areas under the supervision  
35 of the basic subject area teacher. *Adopted 6/27/00*  
36

### 37 **2. Dropout Prevention Program (DOP)**

38 The academic program for a DOP student may differ from traditional  
39 education programs and schools in scheduling, administrative structure,  
40 philosophy, curriculum, and/or setting. The DOP Program employs  
41 alternative teaching methodologies, curricula, learning activities, or diagnostic  
42 and assessment procedures in order to meet the needs, interests, and talents of  
43 eligible students.  
44

### 45 **3. Gifted Education**

46 For a middle school student enrolled in the gifted program, a qualitatively  
47 different curriculum consists of carefully planned, coordinated learning

experiences that extend beyond the basic curriculum to meet the specific learning needs of the student.

Middle school students identified as Gifted have an Educational Plan (GEP) that outlines goals, strengths, and weaknesses, and provides direction for the instructional program. The differentiated instructional program includes advanced-level content, acceleration, and enrichment that incorporate the student’s special abilities and interests. *Amended 07/01/02*

**4. Students with Disabilities**

**a. 504 Students**

Any alteration to the delivery of instruction of student assignments for a 504 student is the decision of the Section 504 Committee and must be addressed in the 504 Plan. Parent(s)/guardian(s) of a 504 student must be notified of any proposed changes and must be given the opportunity to provide input on decisions made by the Section 504 Committee. Thus, the individual student’s Section 504 Plan documents the instructional modifications required to ensure the student an equal opportunity to master the general education curriculum.

**b. Exceptional Education Students**

**Exceptionalities include:** Educable Mentally Handicapped, Trainable Mentally Handicapped, Profoundly Mentally Handicapped, Speech and/or Language Impaired Deaf or Hard of Hearing, Visually Impaired, Physically Impaired, Emotionally Handicapped, Specific Learning Disabled, Gifted, Homebound or Hospitalized, Dual Sensory Impaired, Autistic, Pre-Kindergarten Students with Developmental Delays, Pre-Kindergarten Students with Established Conditions.

*Amended 7/23/91, 7/21/98 & 6/27/00*

**ESE Curriculum**

The curriculum for the elementary school Varying Exceptionalities, Emotionally Handicapped (EH), and Educable Mentally Handicapped shall be a regular education curriculum that follows the Florida Sunshine State Standards with appropriate modifications. Direct Instruction, Reading Mastery, Precision Teaching, and Whole Language are the instructional approaches to be utilized to enhance curriculum acquisition. Moderately and severely disabled students (Trainable Mentally Handicapped, Profoundly Mentally Handicapped) will use a curriculum appropriate for the developmental level of the students.

*Adopted 6/30/92 & Amended 6/27/95, 7/21/98, & 6/27/00.*

For students with disabilities enrolled in ESE, their Individual Educational Plans (IEP’s) specify the appropriate curriculum and unique aspects of their programs.

1 For the majority of these students, the general education standards and  
2 benchmarks should be based on their curriculum.

3  
4 For some students, modified standards and/or benchmarks in one or more  
5 content areas may be more appropriate.

6  
7 In all cases, the IEP team makes curriculum decisions. The IEP developed  
8 by the team specifies the curriculum for specific content areas. The IEP  
9 also addresses annual goals and short-term objectives to meet the unique  
10 needs of the student as well as appropriate classroom modifications.  
11 Modifications may be in the areas of curriculum, instruction, and  
12 assessment. Modifications listed on the IEP must be implemented as  
13 indicated.

14  
15 **5. Home Instruction**

16 ~~As provided by Florida Statute 232.02(1) parents may choose to place their~~  
17 ~~children in a home instruction program in lieu of public school.~~ Florida  
18 Statute 232.0201 permits parents to choose to place their children in a home  
19 instruction program in lieu of public school. The requirements of the law will  
20 be monitored through ~~the office of~~ Student Services. *Revised 7/23/91,*  
21 *Amended 7/21/98, 6/27/00, & 07/01/02*

22  
23  
24 **III. PROMOTION**

25  
26 The purpose of the instructional program in the schools of Osceola County is to provide  
27 appropriate instructional and selected services to enable students to perform at or above their  
28 grade level academically. Promotion, however, is based primarily on pupil achievement and  
29 is not automatic.

30  
31 Decisions regarding student promotion, and retention are primarily the responsibility of the  
32 individual school's professional staff. The final decision in regard to grade placement is the  
33 responsibility of the principal.

34  
35 Student promotion in the Osceola County schools is based upon an evaluation of each  
36 student's achievement in terms of appropriate instructional goals. The determination should  
37 reflect teacher judgment based upon the following: successful progress in the county  
38 adopted curriculum, progress tests, classroom assignments, daily observation, standardized  
39 tests, and other objective data. The primary responsibility for determining each pupil's level  
40 of performance and ability to function academically, socially and emotionally at the next  
41 grade level is that of the classroom teacher, subject to review and approval of the principal.

**A. General Promotion Requirements – Grades 6-8**

*Amended 6/27/00 & 07/01/02*

~~All students must pass five (5) subjects per grade level including language arts, mathematics, science and social studies. Promotion should be based on standardized test results, daily assignments, teacher observation, teacher made tests, satisfactory attainment of the student performance standards in the curriculum frameworks and other objective information. If the achievement level is not met, the teacher shall utilize deficiency/progress reports to communicate with the parent during the grading period. Notices to parent/guardian of LEP students must be provided in the primary language, whenever feasible.~~

Beginning with the 1999-2000 school year, students will be retained in the same grade if: (For LEP students, see section I,M(4)(d)): *Amended 6/27/00*

- ~~(a) As sixth grade students, they fail to receive five (5) grade points, out of a possible sixteen (16) in each academic subject areas.~~
- ~~(b) As seventh grade students, they fail to earn five (5) grade points, out of a possible sixteen (16), in each academic subject area.~~
- ~~(c) As eighth grade students, they fail to earn six (6) grade points, out of a possible sixteen (16), in each academic subject area~~

**1. Grade Six**

In order to be promoted to the next grade level, sixth grade students must meet ALL of the following criteria:

- Pass each of the core subjects of mathematics, language arts, science, and social studies. A passing grade for each course will be considered a total of four points out of a possible total of sixteen for the year. (A = 4 points; B = 3 points; C = 2 points; D = 1 point.)
- Pass at least one elective course each semester. A passing grade will be considered a total of two points out of a possible total of eight for the semester. (A = 4 points; B = 3 points; C = 2 points; D = 1 point.)
- Receive a minimum total of twenty points for the year in the four core subjects of mathematics, language arts, science, and social studies.

**2. Grade Seven**

In order to be promoted to the next grade level, seventh grade students must meet ALL of the following criteria:

- Pass each of the core subjects of mathematics, language arts, science, and social studies. A passing grade for each course will be considered a total of four points out of a possible total of sixteen for the year. (A = 4 points; B = 3 points; C = 2 points; D = 1 point.)

- 1                   ▪ Pass at least one elective course each semester. A passing grade will be  
2                   considered a total of two points out of a possible total of eight for the  
3                   semester. (A = 4 points; B = 3 points; C = 2 points; D = 1 point.)
- 4
- 5                   ▪ Receive a minimum total of twenty points for the year in the four core  
6                   subjects of mathematics, language arts, science, and social studies.
- 7

### 3. Grade Eight

8  
9                   In order to be promoted to the next grade level, eighth grade students must meet  
10                  ALL of the following criteria:

- 11
- 12                  ▪ Pass each of the core subjects of mathematics, language arts, science, and  
13                  social studies. A passing grade for each course will be considered a total of  
14                  four points out of a possible total of sixteen for the year. (A = 4 points; B = 3  
15                  points; C = 2 points; D = 1 point.)
- 16
- 17                  ▪ Pass at least one elective course each semester. A passing grade will be  
18                  considered a total of two points out of a possible total of eight for the  
19                  semester. (A = 4 points; B = 3 points; C = 2 points; D = 1 point.)
- 20
- 21                  ▪ Receive a minimum total of twenty-four points for the year in the four core  
22                  subjects of mathematics, language arts, science, and social studies.
- 23

24                  Students not meeting the above criteria for promotion may earn promotion by  
25                  successfully completing a summer remediation or testing program as provided at  
26                  their school. Students who are not successful with the provided opportunity are to  
27                  be retained. Amended 7/2/96 & 6/15/99

## 28 29                  **B. Student Performance Levels for Reading, Writing, and Mathematics**

30  
31                  Florida Statute 232.245 requires that the district define specific levels of performance  
32                  in reading, writing, and mathematics for each grade level **except kindergarten.**  
33                  These levels of performance will be used to identify students who **must** receive  
34                  remediation and **may** be retained.

35  
36                  In compliance with School Board's Objective (Improve accepted measures of success  
37                  annually) and Florida Statute 232.245, students will be identified as performing at  
38                  one of three levels which indicates a student's achievement:

- 39                                  ▪ above grade level,
- 40                                  ▪ at grade level, or
- 41                                  ▪ below grade level.
- 42

43                  Performance levels are determined by various indicators that will include, but are not  
44                  limited to, multiple measures using appropriate grade-level assessments as well as  
45                  teacher judgment. Amended 07/01/02

1           **1. Required Program of Study – Grades 6-8**

2           Grades 6-8 promotion should be based on standardized test results, daily  
3           assignments, teacher observation, teacher made tests, satisfactory attainment  
4           of the student performance standards in the curriculum frameworks and other  
5           objective information. If the achievement level is not met, the teacher shall  
6           utilize deficiency/progress reports to communicate with the parent during the  
7           grading period. Notices to parent/guardian of LEP students must be provided  
8           in the primary language, whenever feasible. *Amended 6/27/00 & 07/01/02*  
9

10           **2. Teacher Judgment**           *Amended 07/01/02*

11           The teacher must provide compelling, verifiable evidence when student  
12           performance on appropriate grade-level assessments is not believed to be  
13           indicative of daily classroom performance.

14           **Teacher judgment factors may include, but are not limited to:**

- 15           ▪ previous retentions,
- 16           ▪ level of text at which student is successful,
- 17           ▪ observations,
- 18           ▪ checklists,
- 19           ▪ student portfolios, or
- 20           ▪ current grades/marks.

21           **3. Possible Grade-Level Assessments**           *Amended 07/01/02*

22           **Sixth Grade Assessments**

- 23           ▪ Reading Running Record(s)
- 24           ▪ District-adopted mathematics program assessments
- 25           ▪ District-adopted science program assessments
- 26           ▪ Basal reading program assessments
- 27           ▪ Stanford Achievement Test, Ninth Edition (SAT-9)
- 28           ▪ STAR Reading test
- 29           ▪ STAR Math test
- 30           ▪ Florida Comprehensive Assessment Test - Sunshine State Standards  
31           (FCAT-SSS) Reading
- 32           ▪ FCAT-SSS Mathematics
- 33           ▪ Florida Comprehensive Assessment Test - Norm-Referenced Test  
34           (FCAT-NRT) Reading
- 35           ▪ FCAT-NRT Mathematics

36           **Seventh Grade Assessments**

- 37           ▪ Reading Running Record(s)
- 38           ▪ District-adopted mathematics program assessments
- 39           ▪ District-adopted science program assessments
- 40           ▪ Basal reading program assessments
- 41           ▪ SAT-9
- 42           ▪ STAR Reading test
- 43           ▪ STAR Math test

- 1                   ▪ FCAT-SSS Reading
- 2                   ▪ FCAT-SSS Mathematics
- 3                   ▪ FCAT-NRT Reading
- 4                   ▪ FCAT-NRT Mathematics
- 5

6                   **Eighth Grade Assessments**

- 7                   ▪ Reading Running Record(s)
- 8                   ▪ District-adopted mathematics program assessments
- 9                   ▪ District-adopted science program assessments
- 10                  ▪ Basal reading program assessments
- 11                  ▪ SAT-9
- 12                  ▪ STAR Reading test
- 13                  ▪ STAR Math test
- 14                  ▪ FCAT-SSS Reading
- 15                  ▪ FCAT-SSS Mathematics
- 16                  ▪ FCAT-NRT Reading
- 17                  ▪ FCAT-NRT Mathematics
- 18                  ▪ FCAT Writing
- 19                  ▪ FCAT Science (upon completion by the State)
- 20

21                  **Promotion of ESE Students**

22                  Students enrolled in exceptional student programs shall be promoted on the basis of  
23                  the acquisition of skills in accordance with the student’s Individual Education Plan  
24                  and the mastery of Revised Performance Standards for each exceptionality. The  
25                  exceptional education teacher will use the Revised Performance Standards for the  
26                  assigned exceptionality to document the progress of the student. Documentation of  
27                  standards must start when the student is initially placed into an exceptional student  
28                  education program. *Amended 6/28/94, 6/27/95, & 7/21/98*

29  
30                  **C. STUDENT PERFORMANCE LEVEL CHART**

31                  *Amended 07/01/02*

32  
33                  See following page.  
34  
35

**READING, WRITING AND MATHEMATICS END-OF-YEAR DECISION MAKING  
PROMOTION - REMEDIATION - RETENTION**

**Grades Six, Seven, and Eight**

<i>Classroom Performance</i>	Factors to Consider when Decision Making					Decisions for Next Year	
	<i>Student Performance Level</i>	<i>FCAT-SSS Reading &amp; Math</i>	<i>FCAT-NRT Reading &amp; Math or SAT 9 or Gates Reading</i>	<i>FCAT Writing</i>	<i>Did the student have an AIP this year?</i>	<i>Remediation Required Next Year?</i>	<i>Promote or Retain?</i>
Teacher Judgement							
STAR Results							
Reading series daily performance and assessment results	Above Grade Level	Level 4 or 5	Stanine 7, 8, or 9	6.0, 5.0, 5.5	No	No	Promote to the next grade level
Math series daily performance and assessment results	At Grade Level	Level 3	Stanine 4, 5, or 6	4.0, 4.5, 3.0, 3.5	No	No	Promote to the next grade level
LEP Students -- English Language Development	Below Grade Level	Level 2	Stanine 3	2, 2.5	Yes	Requires a new AIP	Write an AIP if remediation is indicated or promote and closely monitor
ESE-IEP performance goals and assessments	Minimally (up to 6 months)				No	Write an AIP or closely monitor	
Parent conference and consultation	Below Grade Level	Level 1	Stanine 2	1, 1.5	Yes	Requires a new AIP	Retain with AIP or Promote with AIP
Principal Recommendation	Considerably (6 months to a year)				No	Must have an AIP	
	Below Grade Level	Level 1	Stanine 1	0	Yes	Requires a new AIP	Retain with AIP or Promote with AIP <small>if there is compelling verifiable evidence that assessment results do not reflect classroom performance</small>
	Substantially (more than a year)				No	Must have an AIP	

EFFECTIVE 07-01-01

MS PPP -- 25 of 41

1 **D. Promotion to a Higher Grade Level**

2  
3 The assignment of a student to a higher grade which results in the student’s accelerated  
4 promotion should be made on the basis of exceptionally high achievement or evidence that  
5 the student will benefit more from the instructional program at the advanced grade level. The  
6 Superintendent should authorize the assignment.

7  
8 The assignment will occur at the end of a grading period agreed upon by both the sending  
9 and receiving principal and the Director of Exceptional Student Education, if an exceptional  
10 student is involved. If an LEP student is involved, the LEP committee shall meet to  
11 document the student LEP plan change.

12  
13 After agreement has been reached regarding an exceptional student, an Individual Education  
14 Plan meeting must be held prior to placement in the new assignment. The long-range  
15 academic, social, and emotional effect of the decision shall be considered.

16  
17 The principal has the responsibility for making such an assignment, but a student will not be  
18 accelerated without parental consent. *Amended 6/30/91 & 6/27/00*

19  
20 The student’s cumulative record, report card, and permanent record must indicate,  
21 “accelerated grade placement” and the name of the principal who made the placement.

22 *Amended 6/15/99*

23  
24 Parents shall be notified in writing that their child is receiving an accelerated grade  
25 placement to the next higher grade. A copy of this notification shall be placed in the  
26 cumulative folder. Notices to parent/guardian of LEP students must be provided in the  
27 primary language, whenever feasible. *Amended 6/27/00*

28  
29 **E. Academic Improvement Plan (AIP) Process**

30  
31 As required by Florida Statute 232.245(3), schools must provide a School District of Osceola  
32 County Academic Improvement Plan (AIP) for students who do not meet district-set levels of  
33 proficiency in reading, writing, and/or mathematics. (Science will be added upon completion  
34 by the State.) *Amended 07/01/02*

35  
36 Principals are to establish procedures by which parents are notified when it has been  
37 determined that their child needs improvement at the grade or course in which he or she has  
38 been placed. In cooperation with the parents, an Academic Improvement Plan will be written  
39 which may include, but is not limited to, an extension of the school year, a special class  
40 within the regular school, and/or a remedial program within or outside the school day  
41 including Saturday School (for LEP students, see ~~Section I, M(3)~~ below). *Amended 7/21/98,*  
42 *6/27/00, & 07/01/02*

43  
44 Each Academic Improvement Plan must outline an intensive remedial program in the area(s)  
45 of weakness designed to assist the student in meeting state and/or district expectations for  
46 proficiency. *Amended 07/01/02*

## DRAFT PENDING BOARD APPROVAL

1 ~~Students in elementary and middle schools, who have diagnosed deficiencies in reading,~~  
2 ~~writing, and/ or mathematics or high school students who are being assigned to level 1~~  
3 ~~courses in high school must have an Academic Improvement Plan (for LEP students, see I, M~~  
4 ~~(3)). The Academic Improvement Plan should:~~

5 ~~(1) — Clearly identify the specific needs to be remediated,~~

6 ~~(2) — Clearly identify the success-baed intervention strategies to be used, and~~

7 ~~(3) — Clearly identify the monitoring and reevaluation activities to be employed.~~

8 ~~(4) — Be placed in the student's permanent record at the close of each year or at the time of~~  
9 ~~withdrawal. (Beginning with the academic year 2000-2001).~~

### 11 **The Academic Improvement Plan must clearly identify the:**

- 12 1. specific needs to be remediated,
- 13 2. success-based intervention strategies to be used, and
- 14 3. monitoring and reevaluation activities to be employed.

### 16 **1. Steps for Implementing the AIP** *Amended 07/01/02*

17 Each student who does **not** meet the levels of performance as determined by the  
18 district **must** be provided with additional diagnostic assessments to determine the  
19 nature of the student's difficulty and areas of academic need.

- 20 ▪ Data from the additional assessments are to be used to formulate the student's  
21 AIP.
- 22 ▪ Diagnosis and remediation will occur as soon as possible after a student has  
23 been identified as deficient in reading, writing,  
24 mathematics, and/or science (upon completion of science proficiency levels  
25 by the State).
- 26 ▪ If the student identification occurs during the fourth marking period, the  
27 diagnosis will be made at the beginning of the following school year with  
28 remediation immediately following.

#### 30 **Diagnostic assessments may include, but are not limited to:**

- 31 ▪ teacher assessment
- 32 ▪ text/placement tests
- 33 ▪ reading running records
- 34 ▪ diagnostic software
- 35 ▪ STAR Reading
- 36 ▪ STAR Math.

37  
38 Students in grades 6-8 whose performance in reading, writing, and/or mathematics  
39 requires remediation **must** have an AIP or comparable individual academic plan.

- 40 ▪ Students whose performance is minimally below grade level may need an  
41 AIP.
- 42 ▪ AIP's are required for Grades 6-8 students who are performing below grade  
43 level.

44  
45 An existing AIP is to be **closed** at the conclusion of the school year.

- 46 ▪ At that time, the teacher(s) of the student who had an AIP is to make  
47 recommendations regarding the student's educational program for the  
48 following year.

- The AIP should be placed in the student's permanent record at the close of each year or at the time of student withdrawal.

If a student is to continue remediation during the following year, he or she is to receive a new AIP.

- The new AIP is to be developed through the collaboration of the receiving teacher(s) and the parent(s)/guardian(s) and approved by the principal.
- Recommendations of the sending teacher(s) are to be reviewed as part of the AIP progress.

## 2. LEP Students – Academic Improvement Plan Process

Limited English Proficient students who are unable to demonstrate mastery in academic subject areas as described in the Pupil Progression Plan will be referred to an Academic Improvement Plan/LEP committee. This committee will develop an academic improvement plan for the student in accordance with the following guidelines and procedures: *Adopted 6/27/00*

- The reason for the academic under-performance of an LEP student must **not** imply that he/she needs an extra year to learn English or that it is due to the student's lack of English proficiency.
- Establish lack of academic progress in reading, writing and mathematics using a composite of indicators that includes, but is not limited to: grade level checklist, pre-tests and post-tests, alternative assessment results, previous academic records, diagnostic assessment in the home language, and any other appropriate indicator of academic progress.
- The first AIP/LEP committee meeting develops an academic improvement plan that includes a list of intensive remedial instructional strategies designed to assist the LEP student (NOTE: ESOL modifications are not considered remedial strategies).
- The second AIP committee meeting, with ESOL representation, is held within 18 weeks to review the effectiveness of the remedial strategies. If the LEP student does not make satisfactory progress, the curriculum may be suspended and intense remedial instruction in reading and/or mathematics is provided based on the student's deficiencies.
- If the LEP student still has not made satisfactory progress after implementing the academic improvement plan for at least 27 weeks, the LEP committee may recommend retention unless conditions exist such that retention would be more adverse for the student than promotion.
- The LEP Committee may exempt LEP students from the retention provision. The LEP student may be recommended for promotion based on at least three (3) good cause considerations such as educational background, academic ability in home/native language, number of years in the U.S., current academic progress

corresponding to the language arts through ESOL manual, acculturation to new culture, home support, age appropriateness, and mobility.

**3. Gifted Students** *Amended 07/01/02*

For a gifted student who is performing below grade level, it is not appropriate to develop an AIP. Modifications and/or interventions are to be addressed through the Gifted Educational Plan (GEP) process.

**4. Students with Disabilities –Academic Improvement Plan Process**

*Amended 07/01/02*

**a. 504 Students**

An AIP is to be written for a 504 student who is performing below grade level in reading, writing, or mathematics. However, if poor performance is caused by his or her disability, the AIP should be developed with the involvement of the parent(s)/guardian(s) and referred to in the 504 Plan.

**b. ESE Students – Academic Improvement Plan Process**

*34 Code of Federal Regulations Section 300.347*

(a) *The IEP for each child with a disability must include:*

(1) *A statement of measurable annual goals, including benchmarks or short-term objectives, related to—*

(2)(I) *Meeting the child’s needs that result from the disability to enable the child to be involved in and progress in the general curriculum.*

When an ESE student is determined to be performing below grade level in reading, writing, or mathematics, the IEP Committee must be convened to revisit the IEP. The goals and objectives on the student’s IEP must address all of the student’s educational deficiencies, including the student’s below-grade-level performance. The deficiencies must be addressed by developing specific goals and objectives that directly correlate to all areas of deficiency.

In addition, the IEP Committee must consider developing an AIP to also address the student’s educational needs in reading, writing, and/or mathematics. The AIP should also be developed with the involvement of the parent(s)/guardian(s).

**F. Remediation and Retention** *Amended 7/21/98, 6/15/99, 6/27/00, & 6/19/01*

- **No student may be assigned to a grade level based solely on age or other factors that constitute social promotion.** *Adopted 6/19/01*
- **Retention decisions will not be made on a single test score.** *Adopted 6/19/01*
- **Students in grades 6-8 who are identified as being considerably or substantially below grade level in reading, writing, mathematics, and/or science (once science proficiency levels are set by the State) must receive remediation and may be retained.** However,

## DRAFT PENDING BOARD APPROVAL

1 students whose test scores and classroom performance indicate that they are almost at  
2 grade level may be promoted with close monitoring or promoted with an AIP.

- 3
- 4 ■ The following options are available for students who have not met the levels of  
5 performance for pupil progression:
- 6 • remediate before the beginning of the next school year and promote,
  - 7 • promote and remediate during the following year with more intensive intervention  
8 and remediation strategies identified in the revised Academic Improvement Plan,
  - 9 • retain and remediate using an alternative program of instructional delivery.
- 10
- 11 ■ Retention of students shall be limited to one (1) year in kindergarten, and one (1) year in  
12 the elementary school (1-5), and one year in the middle school (6-8) unless the principal  
13 recommends additional retention based on information from a school assessment team.  
14 An appropriate placement, which differs from the present placement, must be considered  
15 for a student who has been retained two or more years.
- 16
- 17 ■ Students classified as retained after the summer programs will be eligible for such  
18 appropriate placement. Recommendation for placement is to be determined on an  
19 individual basis considering:
- 20 • Teacher recommendations
  - 21 • Parent recommendations
  - 22 • Test scores -- FCAT-SSS, FCAT-NRT, SAT-9
  - 23 • Child study assessment
  - 24 • LEP committee recommendation for LEP students.
- 25
- 26 ■ The principal, upon written authority from the Superintendent, may administratively  
27 place a student who has been previously retained if the principal determines that  
28 standards have been met and the student will be able to benefit from instruction at the  
29 higher grade. If the placement involves a new school, the assignment will occur at the  
30 time agreed upon by both the sending and receiving principal. *Amended 6/15/99*
- 31
- 32 ■ Eighth grade students who are placed in the ninth grade will be enrolled in a mandatory  
33 remediation program.
- 34
- 35 ■ Eighth grade students promoted to the ninth grade may take courses during the regular  
36 summer school for acceleration.

### 37

### 38 **G. Attendance for Promotion Grades 6-8**

39 *Amended 6/30/92, 7/2/96, 6/27/00, & 07/01/02*

- 40
- 41 1. Students, to include LEP students, who miss more than ten (10) days per semester (2  
42 days per semester during the summer school) will **not** be promoted except as follows:
- 43
- 44 ■ If medical evidence is presented to the principal from a competent medical  
45 authority to excuse absences in excess of ten (10) days.
- 46

- Extenuating circumstances as determined by the principal based on recommendations of teachers, counselors, or Student Services workers.

2. School activities shall not be counted as absences. Assigned work shall be turned in on the day indicated by the teacher.

3. Eighth grade students enrolled in high school courses for credit shall be subject to the same attendance requirements as high school students for those courses only.

Amended 07/01/02

## H. Retention – Special Program Considerations

### 1. LEP Students

Revised 6/27/00

- An LEP student may be retained when there is lack of academic progress in grade level concepts.
- The LEP committee shall meet to document the evidence indicating lack of academic progress and to recommend retention. The parent/guardian shall be invited to attend.
- The teacher(s) must show extensive documentation of the ESOL strategies used to provide the student with understandable instruction.
- The reason for retention **must not imply** the student needs an extra year to learn English or that the under-performance is due to the child’s limited English proficiency.

### 2. Students with Disabilities Amended 07/01/02

#### a. 504 Students

A student with a 504 Plan must meet the district levels of performance. Parent(s)/guardian(s) must be notified if the student is being considered for retention. A 504 Reevaluation committee must determine if the reason(s) for retention is/are caused by the disability of record on the active Section 504 Plan. If the team determines that the below-grade-level performance is caused by the disability, the student’s placement must be re-evaluated. The re-evaluation must include a review of the student’s records, intellectual and academic abilities, and other pertinent information provided by the student’s teacher.

If the team determines that the below-grade-level performance is not caused by the disability, the student is treated in the same manner as that for a general education student.

**b. ESE Students**

A student enrolled in ESE **must** meet the district performance levels **unless** their IEP includes documentation that the student is unable to meet the levels of performance, such as:

- the student’s demonstrated cognitive ability and behavior prevent the student from completing required classwork and achieving the Sunshine State Standards even with appropriate and allowable classwork modifications,
- the student is unable to apply or use academic skills at a minimal competency level in the home or community.

A student enrolled in the ESE program(s) is considered to have met promotion requirements when they have achieved the appropriate instructional goals of the curriculum specified on their IEP. The primary responsibility for determining each student’s level of performance is that of the special program teacher and the general education teacher.

Below are some of the factors that the IEP team may consider:

- previous retention history,
- current goals and objectives on the student’s IEP,
- social/emotional behavior,
- attendance,
- placement and a possible change in the current placement,
- grades,
- current accommodations/modifications/services.

Students who do not meet promotion requirements may be administratively placed in the next grade level by the principal. When a student is being considered for administrative placement which involves attendance at another school (for example, from middle to high school) such placement shall be made only at the beginning of the school year. Exceptions to this rule may be made if the sending and receiving principals agree that an administrative placement during the school year is in the best interest of the student and when approved by the Superintendent.

Retention of exceptional students shall be limited to one year in the middle school grades unless otherwise determined by an Individual Education Planning (IEP) team.

*Amended 7/21/98*

**I. Remediation Programs**

**1. Program Description**

Remediation must be based on the results of diagnostic assessment(s) and it must be systematically embedded in the total educational program for the student. The daily instruction for the student will be modified based on both the diagnosis and the contents of the AIP or other educational plan(s) (e.g., IEP, LEP Plan). Remediation must include an instructional program that is not identical to that provided during the previous school year.

The AIP must include one or more of the following instructional intervention strategies:

- tutoring
- classroom organization
- instructional alternatives
- assignment alternatives-adaptations
- ESE referral
- other (see *Florida Statute 232.245*).

Parents of students who have been retained or identified as needing remediation may contract with state certified teachers or enroll students in an approved remedial program to teach individual students in lieu of attendance in a remedial school program. However, if the parent chooses this option, he or she must notify the child's school principal in writing within fifteen (15) days after the AIP conference. Such students will be required to pass a school-approved exam.

**2. Jump Start Remedial Program**

Beginning with the 1999-2000 school year, graduating eighth grade students whose test scores fall in the bottom quartile or who have been identified as needing assistance in one or more areas of mathematics, reading, writing, and/or study skills will be required to complete an intensive summer program at the high school designed to provide students with skills needed to be successful in high school. Upon successful completion of the summer program students will receive 1.5 elective high school credits. Students who fail to master needed skills in the summer school will continue in the program during the fall semester. *Amended 7/2/96*

***Florida Statute 232.245***

***Pupil progression; remedial instruction; reporting requirements.--***

*(1) It is the intent of the Legislature that each student's progression from one grade to another be determined, in part, upon proficiency in reading, writing, science, and mathematics; that school district policies facilitate such proficiency; and that each student and his or her parent or legal guardian be informed of that student's academic progress.*

*(2) Each district school board shall establish a comprehensive program for pupil progression which must include:*

*(a) Standards for evaluating each pupil's performance, including how well he or she masters the performance standards approved by the state board according to s. 229.565; and*

*(b) Specific levels of performance in reading, writing, science, and mathematics for each grade level, including the levels of performance on statewide assessments as defined by the Commissioner of Education, below which a student must receive remediation, or be retained within an intensive program that is different from the previous year's program and that takes into account the student's learning style. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion. School boards shall allocate remedial and supplemental instruction resources first to students who fail to meet achievement performance levels required for promotion. The state board shall adopt rules to prescribe limited circumstances in which a student may be promoted without meeting the specific assessment performance levels prescribed by the district's pupil progression plan. Such rules shall specifically address the promotion of students with limited English proficiency and students with disabilities. A school district must consider an appropriate alternative placement for a student who has been retained 2 or more years.*

(3) Each student must participate in the statewide assessment tests required by s. 229.57. Each student who does not meet specific levels of performance as determined by the district school board in reading, writing, science, and mathematics for each grade level, or who does not meet specific levels of performance, determined by the Commissioner of Education, on statewide assessments at selected grade levels, must be provided with additional diagnostic assessments to determine the nature of the student's difficulty and areas of academic need. The school in which the student is enrolled must develop, in consultation with the student's parent or legal guardian, and must implement an academic improvement plan designed to assist the student in meeting state and district expectations for proficiency. Each plan must include the provision of intensive remedial instruction in the areas of weakness. Remedial instruction provided during high school may not be in lieu of English and mathematics credits required for graduation. Upon subsequent evaluation, if the documented deficiency has not been corrected in accordance with the academic improvement plan, the student may be retained. Each student who does not meet the minimum performance expectations defined by the Commissioner of Education for the statewide assessment tests in reading, writing, science, and mathematics must continue remedial or supplemental instruction until the expectations are met or the student graduates from high school or is not subject to compulsory school attendance.

(4) Any student who exhibits substantial deficiency in reading skills, based on locally determined assessments conducted before the end of grade 1 or 2, or based on teacher recommendation, must be given intensive reading instruction immediately following the identification of the reading deficiency. The student's reading proficiency must be reassessed by locally determined assessment or based on teacher recommendation at the beginning of the grade following the intensive reading instruction, and the student must continue to be given intensive reading instruction until the reading deficiency is remedied. If the student's reading deficiency, as determined by the locally determined assessment at grades 1 and 2, or by the statewide assessment at grade 3, is not remedied by the end of grade 4, and if the student scores below the specific level of performance on the statewide assessment test in reading, the student must be retained. The local school board may exempt a student from mandatory retention for good cause.

(5) Each district must annually report to the parent or legal guardian of each student the progress of the student towards achieving state and district expectations for proficiency in reading, writing, science, and mathematics. The district must report to the parent or legal guardian the student's results on each statewide assessment test. The evaluation of each student's progress must be based upon the student's classroom work, observations, tests, district and state assessments, and other relevant information. Progress reporting must be provided to the parent or legal guardian in writing in a format adopted by the district school board.

(6) The Commissioner of Education shall adopt rules pursuant to ss. 120.536(1) and 120.54 for the administration of this section.

(7) The Department of Education shall provide technical assistance as needed to aid school districts in administering this section.

**J. Summer School**

**1. LEP Students**

All categories of Limited English Proficient (LEP) students in grades K-5 , including Limited English Proficient (LEP) students are eligible to attend Summer School for either academic or language maintenance needs, provided the services are rendered at the school. The following requirements must be met:

- The need for summer school attendance must be documented in the student's individual LEP Plan.
- The specific academic or language maintenance needs of the student must be listed in the student's individual LEP Plan.
- The student's LEP Plan will serve as the summer school LEP Plan.

1           **2.    ESE Students**

2           The determination of Extended School Year (ESY) services is a decision of the  
3           Individual Educational Planning team and should be provided for the student if the  
4           skills learned during the school year will significantly jeopardized through regression  
5           without them. *Adopted 6/27/00*

6  
7           **3.    Home Education Students**

8           Home education students may participate in summer school if it is available and if  
9           they meet the same eligibility requirements as established for all regularly attending  
10          students.

11  
12          Students who expect to earn Summer School credit in a home education program  
13          must register with the Superintendent by the end of the first grading period (second  
14          week) of summer school.

15  
16  
17    **IV.   REPORTING STUDENT PROGRESS**

18  
19          **A.    Parent(s)/Guardian(s) – Written Notification Requirements**

20          *Florida Statute 232.24521* requires that district report cards for all middle school  
21          students must clearly grade or mark:

- 22  
23                            ▪    the student’s academic performance in each class or course in grades  
24                            1-12 (based upon examinations as well as written papers, class  
25                            participation and other academic performance criteria);
- 26  
27                            ▪    the student’s conduct and behavior; and
- 28  
29                            ▪    the student’s attendance, including absences and tardiness.

30  
31          The student’s final report card for a school year shall contain a statement indicating  
32          end-of-year status regarding performance or nonperformance at grade level,  
33          acceptable or unacceptable behavior and attendance and promotion or nonpromotion.

34  
35          **B.    Report Cards**

- 36  
37                            ▪    All schools shall use a standard report card appropriate for the level (K, 1-2, 3-5,  
38                            6-8, 9-12) as the primary means of reporting student progress.
- 39  
40                            ▪    With the approval of the Superintendent and the School Board, schools may  
41                            develop additional or supplementary instruments, which may be used in  
42                            conjunction with the standard report card. *Amended 7/29/97 & 6/25/99*
- 43  
44                            ▪    Report cards shall be issued for all students, 6-8, at the close of each grading  
45                            period. *Amended 6/30/92*

- 1           ▪ Progress Reports may be issued at the end of the extended year programs and  
2           services, i.e., summer school, Saturday school, before and after school programs.  
3           *Adopted 6/27/00*
- 4
- 5           ▪ Parents are to be notified in writing at any time during a grading period when it is  
6           apparent that the student may not pass or is performing unsatisfactorily in any  
7           course or grade level. The county Deficiency/Progress Report and/or approved  
8           electronic Progress Report form will be used for this notification.  
9           *Amended 6/15/99 & 6/27/00*
- 10
- 11          ▪ Report cards for Limited English Proficient (LEP) students must be in the primary  
12          language of the parent/guardian, whenever feasible. These primary language  
13          report cards are to be attached to the English report card. *Adopted 6/27/00*
- 14

15          **C. General Rules of Marking**

16

17          **Report Card Grades:**

- 18          1. Report card grades are to provide the student and the student's  
19          parents(s)/guardians(s) with an objective evaluation of the student's scholastic  
20          achievement, and effort.
  - 21                  ▪ Marks are based on the quality of student performance relative to  
22                  expected levels of achievement of the Sunshine State Standards.
  - 23                  ▪ The student's academic grades are to reflect academic achievement.  
24                  The quality of the work will be assessed by multiple measures that  
25                  include, but not limited to:
    - 26                          ▪ teacher observations (oral presentations or reports, speeches,  
27                          recitations, impromptu speaking, student participation and  
28                          demonstrations);
    - 29                          ▪ classroom assignments (reports, term or research papers,  
30                          models, projects, exhibits, posters, computer programs and  
31                          homework);
    - 32                          ▪ examinations (essay, multiple-choice and completion tests, oral  
33                          tests and skill tests requiring demonstrations);
    - 34                          ▪ alternative methods (portfolios and performance assessment).
- 35
- 36          2. A sufficient number of grades/marks will be recorded to justify the marking-  
37          period grade/mark. A marking-period grade is not based solely on a single  
38          project. Passing grades on report cards indicate that the student is working  
39          within a range acceptable for the grade or subject, unless the subject is clearly  
40          identified as remedial.
- 41
- 42          3. To receive a report card a student shall have been enrolled in school at least ½  
43          of the forty-five day grading period as established by the official school  
44          calendar. If a middle school student is enrolled for less than one-half (1/2) of  
45          the forty-five day grading period, a report card shall be issued, but a grade is  
46          not required. The report card needs to reflect the date of entry and attendance  
47          record. If a student withdraws, he shall be issued a grade on the withdrawal  
48          form as of the date of withdrawal. *Amended 7/2/96 & 6/27/00*

4. Students are to receive grades in all subjects in which they have received instruction that grading period.
5. If the principal of a school feels it is necessary to change a pupil's grade in any subject at the end of a grading period, the principal shall consult with the teacher regarding the necessary change. If the change is made after official notification has been made to the parents, a copy of the principal's reasons shall be placed in the pupil's cumulative folder.

**D. Description and Definition of Marks**

Schools shall adhere to the following evaluation plan for grading and reporting pupil progress. The same evaluation plan applies to Limited English Proficient (LEP).  
*Amended 6/15/99, 6/27/00, 6/19/01, & 07/01/02*

1. In grades 6-8, the determination of nine weeks' grades may be computed by one of the following two systems.

**a. Grades 6-12 Percent Point Value Definition**

Effective July 1, 2001, Grades 6-12 will be given corresponding letter grades using the scale below: *Amended 6/19/01*

<u>Grade</u>	<u>Percent</u>	<u>Definition</u>
A	90-100	outstanding progress
B	80-89	above average progress
C	70-79	adequate progress
D	60-69	lowest acceptable progress
F	0-59	failure
I	0	incomplete

**b. Grades 6-8 Grade Point System *Adopted 7/01/02***

<u>Grade</u>	<u>Point</u>	<u>Definition</u>
A	3.5 – 4.0	outstanding progress
B	2.5 – 3.4	above average progress
C	1.5 – 2.4	adequate progress
D	1.0 – 1.4	lowest acceptable progress
F	0 – 0.49	failure
I	0	incomplete

Grades from 0.5 to 0.9 shall be expressed as 1.0.

2. If an "I" (incomplete) is recorded on a report card, the requirements for which the incomplete was assigned must be satisfied within two weeks of the issuance of report cards or the "I" becomes "F". At the teacher's discretion a longer period of time may be allowed for make up work.

3. For **Special Area/ Exploratory classes in grades 6-8**, the following grading scale may be used: *Adopted 6/30/92*

- S -- Successful Progress
- N -- Needs Improvement
- U -- Unsuccessful Progress

4. Final grades are awarded on a yearly basis in middle school.

- When two nine weeks are used to determine a final grade, each nine weeks shall count 50% of the final grade. The total will be divided by two (2).
- If a semester exam is given, each nine weeks' grade shall count 20% of the final grade, and the total shall be divided by five (5).

*Amended 6/30/92 & 7/2/96*

**E. Guidelines for Grading and Reporting Academic Progress of LEP Students** *Revised 6/27/00*

The course grade and academic progress of LEP students will be based on the results of teacher observation, alternative assessments, and modified tests used to assess the understandable instruction provided through the use of ESOL teaching strategies, appropriate instructional materials, and curriculum modifications.

If there is a continued pattern of failure in classroom performance and assessments, the LEP committee shall meet to review the reasons for the student's lack of progress. The reason(s) documented for the academic under-performance of an LEP student **cannot imply** that he/she needs an extra year to learn English or that it is due to the student's lack of English proficiency.

The following documentation needs to be in the student permanent records:

- Documentation of the ESOL strategies used by the ESOL language arts and basic content area teacher(s) to provide understandable instruction, including the alternative assessment instruments and test modifications used to evaluate the student's academic progress.
- The records of parental contacts or attempts made to inform the parent/guardian of the student's under-performance. When applicable, copies of the deficiency reports signed by the student and parent/guardian. Notices to parent/guardian of LEP students must be provided in the home/native language, whenever feasible.
- The instructional support requested by the teacher(s) to provide additional assistance for the student from the ESOL Assistant and Compliance Specialist available at the school.

F. **District/ State Assessment Programs**

All students must participate in all regular district and state assessments for accountability purposes (*Florida Statute 229.57*). Each student in grades 1-5 must participate in the Fall SAT-9 testing for Reading Comprehension and Math Problem Solving subtests.

Home education students who wish to participate in the Florida Comprehensive Assessment Test (FCAT) may do so under the following conditions:

*Adopted 6/19/01*

- Home education students may take the FCAT only at the school for which they are zoned.
- Home education students must abide by all the rules of the Student Code of Conduct while on any Osceola County school campus. Failure to do so will result in the removal of the student from the campus and loss of testing privileges.
- Home instruction parents must notify the appropriate school(s) of their intention to participate in testing at least two weeks in advance of the scheduled assessment.

E. **Modifications of District/ State Assessments for Special Program Students**

**1. LEP Students**

The LEP Committee will review each ESOL student’s progress to determine whether a modification is necessary. Test modifications, based on the recommendations of the LEP Committee, may include: **flexible setting, flexible scheduling, flexible timing, English/heritage language dictionary, and assistance in the heritage language.**

**2. Students with Disabilities**

**a. 504 Students**

Students with 504 plans may receive modifications on both district and state assessments. The multidisciplinary team should refer to the student’s past performance on standardized tests and the classroom modification section of the 504 Plan to determine if the impairment substantially interferes with his/her performance. If so, the multidisciplinary team will determine the necessary modifications for district and state assessments.

Modifications may include: **flexible setting, flexible scheduling, flexible timing, flexible responding, flexible presentation, and/ or flexible format.**

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**b. ESE Students**

Test modifications during district/state testing will be implemented as specified in the student’s IEP. The IEP must specify:

- assessment name,
- area of assessment (e.g., reading, mathematics, etc.),
- standard administration, and
- modification(s):
  - ✓ flexible setting,
  - ✓ flexible scheduling,
  - ✓ flexible timing,
  - ✓ flexible responding,
  - ✓ flexible presentation, and/ or
  - ✓ flexible format.

**F. Exemptions from District/State Assessments for Special Program Students**

**1. LEP Students**

An LEP student whose Home Language Survey (HLS) date precedes a district/state testing date by less than one year may be exempted individually by specific action of the LEP Committee. **It is strongly recommended all be tested.** A district-approved alternate assessment must be administered to those LEP students who have been exempted from a district and/or state assessment. *Adopted 07/01/02*

**2. Students With Disabilities**

**a. 504 Students**

Students with 504 plans **may not** be exempted from state assessments.

**b. ESE Students**

The IEP committee determines whether a student with a disability participates in state and district assessments. The decision to exclude any student with a disability must be documented on the IEP and must meet the following criteria:

- the student demonstrated cognitive ability prevents the student from completing required coursework, and achieving the benchmarks of the Sunshine State Standards, even with appropriate and allowable accommodation; AND
- the student requires extensive direct instruction to accomplish the application and transfer of skills competencies needed for domestic, community living, leisure, and vocational activities.

**DRAFT PENDING BOARD APPROVAL**

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Students who are excluded from state and district assessment will be assessed through an alternate assessment procedure identified by the IEP team and documented on the IEP.

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**THE SCHOOL DISTRICT OF  
OSCEOLA COUNTY, FLORIDA**



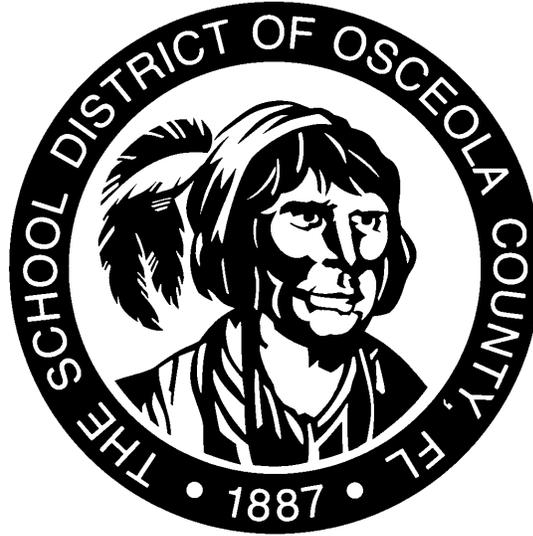
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**2002-2003  
PUPIL PROGRESSION PLAN**

**Effective July 01, 2002**

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**THE SCHOOL DISTRICT OF  
OSCEOLA COUNTY, FLORIDA**



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**2002-2003  
HIGH SCHOOL  
PUPIL PROGRESSION PLAN**

**Grades 9-12**

**Effective July 01, 2002**

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**THE SCHOOL DISTRICT OF  
OSCEOLA COUNTY, FLORIDA**



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**SCHOOL BOARD MEMBERS**

**CHAIRMAN**

David E. Stone

Thomas Chalifoux

Tom Greer

Michael E. Harford

Judith A. Robertson

**SUPERINTENDENT**

Blaine Muse

**THE SCHOOL DISTRICT OF  
OSCEOLA COUNTY, FLORIDA**

**PUPIL PROGRESSION PLAN TASK FORCE**

Terry Andrews, Assistant Superintendent  
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**ELEMENTARY COMMITTEE**

Beverly Brizendine, Director of Elementary Programs  
Melba Luciano, Principal, Central Avenue Elementary  
Linda Harwood, Principal, Highlands Elementary

**MIDDLE SCHOOL COMMITTEE**

Annalee Meadows, Director of Secondary Programs  
Penny Noyer, Principal, Horizon Middle School  
Dan Parker, Principal, St. Cloud Middle School

**HIGH SCHOOL COMMITTEE**

Annalee Meadows, Director of Secondary Programs  
Jim Kish, Director of Technical and Adult Education  
Michael Brizendine, Principal, Poinciana High School  
George Sullivan, Principal, St. Cloud High School  
Sonia Vazquez, Coordinator of Charter and Choice Schools

**SPECIAL PROGRAMS COMMITTEE**

Penny Collins, Director of Exceptional Student Education  
Dalia Medina, Coordinator of Multicultural Education  
Don L. Miller, Director of Special Programs  
Beth Rattie, Coordinator of Alternative Programs  
Sonia Vazquez, Coordinator of Charter and Choice Schools

**TABLE OF CONTENTS**

1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
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39  
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41

<b>I.</b>	<b>ENTRY AND ATTENDANCE REQUIREMENTS</b>	<b>1</b>
A.	Initial Entry Requirements	1
1.	Evidence of Age	1
	Maximum Age Limit for Attendance	2
2.	Health Requirements	2
a.	Certificate of Physical Examination	2
b.	Proof of Tuberculin Test	3
c.	Immunization	3
3.	Residency Requirements	4
B.	Placement of Transfer Students	4
1.	General Transfer Information	4
2.	Placement of Transfer Students – Grades 9-12	5
3.	Students Who Are Not Residing with Their Natural Parents or Legal Guardian	6
4.	Student Custody	6
5.	Limited English Proficient (LEP) Students	6
6.	Students with Disabilities	7
a.	504 Students	7
b.	Exceptional Student Education (ESE) Students	7
7.	Home Education	7
C.	Attendance Guidelines	8
1.	Student Absences	9
a.	Excused Absences	9
b.	Permitted Absences	10
c.	Unexcused Absences	10
2.	Students with Disabilities	12
a.	504 Students	12
b.	ESE Students	12
3.	Hospital/Homebound Program	12
4.	Student Absences for Religious Reasons	12
D.	Student Withdrawals	13
1.	Student Withdrawals During the Last Two Weeks of the School Year	13
2.	Student Withdrawals for Enrollment in Home Education Programs	13
3.	Student Withdrawals – ESE	13
4.	Student Withdrawals – Alternative Programs	14

1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
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14  
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30  
31  
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34  
35  
36  
37  
38  
39  
40  
41

<b>II. PROGRAM DESCRIPTION</b>	<b>14</b>
A. Florida System of School Improvement and Accountability	14
1. Curriculum Frameworks, Grades 9-12:	
Basic and Adult Education	14
2. Student Performance Standards	14
3. Required Instruction	15
Goal 3: Student Performance	16
B. Special Programs	17
1. LEP Students	17
2. Dropout Prevention Program (DOP)	18
Challenger Learning Center	18
3. Gifted Education	19
4. Students with Disabilities	20
a. 504 Students	20
b. ESE Students	20
C. Career and Technical Education	21
D. Dual Enrollment	34
E. Early Admission for Advanced Studies	35
F. College Course Credit	36
G. Credit from Correspondence	36
H. Community Service Credit	36
I. Course Substitutions	36
J. Grade 8 Dual Enrollment for High School Credit	37
K. Home Instruction	37
<b>III. GRADE CLASSIFICATION</b>	<b>39</b>
A. General Requirements – Grades 9-12	39
B. Student Performance Levels for	
Reading, Writing and Mathematics	41
1. Required Program of Study – Grades 9-12	41
2. Teacher Judgment	41
3. Possible Grade Level Assessments	42
Promotion of ESE Students	42
C. Student Performance Level Chart, Grades 9-12	42
D. Promotion to a Higher Grade Level	44
E. Academic Improvement Plan (AIP) Process	44
1. Steps for Implementing the AIP	45
2. LEP Students	46
3. Gifted Students	47
4. Students with Disabilities	47

1	a. 504 Students	47
2	b. ESE Students	47
3	<b>F. Remediation and Retention</b>	47
4	<b>G. Attendance for Credit Grades 9-12</b>	49
5	<b>H. Retention – Special Program Considerations</b>	50
6	1. LEP Students	50
7	2. Students with Disabilities	50
8	a. 504 Students	50
9	b. ESE Students	50
10	<b>I. Remediation Programs</b>	51
11	1. Program Description	51
12	2. Jump Start Remedial Program	52
13	<b>J. Summer School</b>	53
14	1. LEP Students	53
15	2. ESE Students	54
16	3. Home Education Students	54
17		
18	<b>IV. GRADUATION REQUIREMENTS</b>	54
19	A. Course Credit Requirements	54
20	B. Cumulative Grade Point Average Requirements	56
21	Grade Forgiveness Policy	56
22	C. Florida Comprehensive Assessment Test Requirement	56
23	D. Student Standards for Participation in	
24	Extracurricular Student Activities	56
25	E. Graduation Requirements for ESE Students	59
26	1. Modifications to Basic Courses	59
27	2. Regular Diploma	60
28	3. Special Diploma Option 1	60
29	4. Special Diploma Option 2	61
30	5. Certificate of Completion	63
31	6. Special Certificate of Completion	63
32	7. Changing Diploma Options	63
33	8. Transfers	63
34	9. Extended Year Services	63
35	F. Types of Diplomas	63
36	1. Regular Diploma	64
37	2. Regular Diploma--GED Exit Option	64
38	3. Special Diploma	65
39	4. Certificate of Completion	66
40	5. Special Certificate of Completion	66
41	6. Adult High School Diploma	66

1	7.	College Ready Diploma	66
2	8.	Florida High School Diploma	66
3	9.	Adult Special Diploma	67
4	<b>G.</b>	Participation in Graduation Ceremonies	67
5	<b>H.</b>	Award, Certificate, and Scholarship Criteria	67
6	1.	Florida Bright Futures Scholarship Program	67
7	2.	Florida Academic Scholars Award	68
8	3.	Florida Merit Scholars Award	68
9	4.	Florida Gold Seal Vocational Scholars Award	69
10			
11	<b>V.</b>	<b>REPORTING STUDENT PROGRESS</b>	<b>70</b>
12	<b>A.</b>	Parent(s)/Guardian(s) – Written Notification Requirements	70
13	<b>B.</b>	Report Cards	70
14	<b>C.</b>	General Rules of Awarding Grades and Credit	71
15	<b>D.</b>	Description and Definition of Marks	73
16	1.	Grades 6-12 Percent Point Value Definition	73
17	2.	Pacer Point Scale for Determining Class Rank and	
18		Valedictorian/ Salutatorian	73
19	<b>E.</b>	Guidelines for Grading and Reporting	
20		Academic Progress of LEP Students	74
21	<b>F.</b>	District/ State Assessment Programs	74
22	<b>G.</b>	Modifications of District/ State Assessment for	
23		Special Program Students	75
24	1.	LEP Students	75
25	2.	Students with Disabilities	75
26	a.	504 Students	75
27	b.	ESE Students	75
28	<b>H.</b>	Exemptions from District/State Assessment for	
29		Special Program Students	76
30	1.	LEP Students	76
31	2.	Students with Disabilities	76
32	a.	504 Students	76
33	b.	ESE Students	76

I. ENTRY AND ATTENDANCE REQUIREMENTS

All children who have attained the age of six (6) years or who will have attained the age of six (6) years by February 1 of any school year or who are older than six (6) years of age but who have not attained the age of sixteen (16) years are required to attend school regularly during the entire school term.

A. Initial Entry Requirements

1. Evidence of Age Amended 6/27/95

Florida Statute 232.03 requires that students enrolling in public school for the first time must present evidence of their age. Evidence submitted shall be one from the following priority list:

- a valid birth certificate, or other document of birth,
certificate of baptism, with sworn affidavit, or
two-year old life insurance policy on child, or
Bible record, with sworn affidavit, or
passport\* showing age, or
affidavit of age sworn to by parent and a certificate of age signed by health officer, school physician or licensed physician.

Florida Statute 232.03

Evidence of date of birth required -

Before admitting a child to prekindergarten or kindergarten, the principal shall require evidence that the child has attained the age at which he or she should be admitted in accordance with the provisions of Section 232.01, Florida Statutes. The superintendent may require evidence of the age of any child whom he or she believes to be within the limits of compulsory attendance as provided for by law. If the first prescribed evidence is not available, the next evidence obtainable in the order set forth below shall be accepted:

- (1) A duly attested transcript of the child's birth record filed according to law with the public officer charged with the duty of recording births;
(2) A duly attested transcript of a certificate of baptism showing the date of birth and place of baptism of the child, accompanied by an affidavit sworn to by the parent;
(3) An insurance policy on the child's life which has been in force for at least 2 years;
(4) A bona fide contemporary Bible record of the child's birth accompanied by an affidavit sworn to by the parent;
(5) A passport\* or certificate of arrival in the United States showing the age of the child;
(6) A transcript of record of age shown in the child's school record of at least 4 years prior to application, stating date of birth; or
(7) If none of these evidences can be produced, an affidavit of age sworn to by the parent, accompanied by a certificate of age signed by a public health officer or by a public school physician, or, if neither of these shall be available in the county, by a licensed practicing physician designated by the school board, which certificate shall state that the health officer or physician has examined the child and believes that the age as stated in the affidavit is substantially correct.

\*If a passport or immigration document is used as evidence of age, it may not be duplicated. Only a notation may be placed in the student's record. Adopted 6/27/00.

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**Maximum Age Limit for Attendance**

- A person who has attained the age of eighteen (18) years on or before opening of the school year shall not be enrolled in any regular senior high program unless a Review Committee, composed of a guidance counselor, the principal, and the Student Services Director, determines it is the most appropriate educational placement. An enrolled student who is involved in a continuous high school study program shall be exempt from this restriction. A student’s continuous study program shall not be extended beyond the end of the semester in which the student reaches the age of twenty-one (21) years.
  
- A student who attains the age of sixteen (16) years during the school year is not subject to compulsory school attendance beyond the date upon which he/she attains that age **if** the student files a formal declaration of intent to terminate school enrollment with the district at the exit interview. The declaration must acknowledge that terminating school enrollment is likely to reduce the student’s earning potential and must be signed by the exiting student and the parent/guardian.
  
- A child who attains the age of eighteen (18) years during the school year is not subject to compulsory school attendance beyond the date which he/she attains that age.
  
- A student with a disability shall be considered to be “in a continuous study program” when that student’s Individual Education Plan (IEP) requires continued services by the district. If a student with a disability graduates with a special diploma, a certificate of completion, or a special certificate of completion, and has not reached the age of 22, the student may, at his/her option, continue to receive Free and Appropriate Public Education (FAPE) until that student's 22<sup>nd</sup> birthday or until he/she earns a standard diploma whichever comes first. Graduation with a standard diploma, regardless of age, constitutes cessation of FAPE requiring written prior notice.

**2. Health Requirements – Initial Entry**

**a. Certificate of Physical Examination** *Amended 6/30/92*

A certificate of a physical examination within the twelve-month period immediately proceeding enrollment shall be presented before a child is allowed to attend classes. The certificate shall be signed by a licensed practicing physician, or an Advanced Registered Nurse Practitioner certifying that the pupil has no contagious or communicable disease which would warrant the pupil’s exclusion from public schools. A Physician’s Assistant operating under the supervision of Osceola County Public Health Director may also sign the certificate. *Amended 6/27/95*

## DRAFT PENDING BOARD APPROVAL

1 Students, other than children of military personnel, transferring from a foreign  
2 country must possess an examination certificate issued within the United  
3 States.

### 4 5 **Exceptions:**

- 6     ▪ The pupil was previously enrolled in a Florida school.
- 7     ▪ Parental objections on religious grounds are in writing.

### 8 9 **b. Proof of Tuberculin Test**

10  
11 Any enrollee returning from an area outside of the Continental United States,  
12 regardless of grade level, must present evidence of a Tuberculin test, with a  
13 negative reading, administered within the last twelve months before class  
14 attendance will be allowed. A student who has a positive reading on any  
15 Tuberculin test will be required to submit to a chest X-ray. The student will  
16 not be allowed to enroll until a licensed physician certifies that the student  
17 may attend class. *Amended 7/23/91, 6/27/95 & 7/21/98*

18  
19 For purposes of this rule the following United States territories are considered  
20 to be a part of the Continental United States:

- 21     ▪ America Samoa
- 22     ▪ Guam
- 23     ▪ Puerto Rico
- 24     ▪ Trust Territories of the Pacific
- 25     ▪ Virgin Islands

### 26 27 **c. Immunization**

*Amended 7/21/98*

28  
29 Each pupil who is otherwise entitled to admittance to an Osceola County  
30 School, shall be required to present a certificate of immunization on a Florida  
31 form, showing that the student has received inoculations for those  
32 communicable diseases for which immunization is required by the Division of  
33 Health, and Florida Statute 232.032.

34  
35 Students who have not received the required immunizations as stipulated by  
36 state law and who have not received a statutory exemption will be temporarily  
37 excluded from school until such immunizations have been administered.

*Adopted 9/7/99*

### 38 39 **Required Immunizations:**

- 40     ▪ five (5) DP's
- 41     ▪ four (4) Polio
- 42     ▪ ~~one (1) MMR (If taken at twelve (12) months or older)~~ two  
43     (2) MMR's (First dose is valid if given on or after first  
44     birthday.) Amended 9/7/99, 6/27/00, 6/19/01, & 07/01/02

**Grades 9-12**

All required immunizations ~~and a second MMR~~ and Hepatitis B (series of 3) and Tetanus/ Diphtheria (TD) booster *Amended 07/01/02*

**Exceptions may be granted as follows:**

- parental objections in writing on religious grounds,
- written certification for exemption for medical reasons by a competent medical authority or the Division of Health.

**3. Residency Requirements** *Amended 6/29/93 & 6/27/95, Revised 7/21/98*

A resident parent or guardian admitting a pupil to an Osceola County School shall produce **two (2) documents from the following categories:**

- mortgage document, rental or lease agreement, property tax records;
- notarized statement signed by the owner of the home in which the parent resides with supporting documents from the owner such as a mortgage, rental or lease agreement, or property tax records;
- current utility bill;
- income tax records;
- proof of receipt of government benefits.

If false and/or misleading information is presented in order to meet residency requirements, the child falsely registered shall be subject to immediate withdrawal from Osceola District Schools and required to register in the school in the assigned attendance zone or in the case of an out-of-district child, a school in the district of residence.

Any person knowingly providing false and/or misleading information may be liable for criminal charges under Florida Statutes.

**B. Placement of Transfer Students**

**1. General Transfer Information**

The school principal will determine placement of a student who transfers from other countries, counties, states, private schools or from a home education program. If a student transfers from a school or program other than a regionally accredited institution or with inadequate or incomplete records, placement will be based upon the information available, including any or all of the following:

- student's age,
- a review of all existing school records and home education records (e.g., student portfolio, annual evaluations),
- a review of the previous educational program including, but not limited to, time spent in a program and curriculum requirements of the program,

- a test on grade level or individual subject-area objectives or competencies to be identified by the principal,
- an interview with the student and/or the parent(s)/guardian(s) by the principal or designee(s),
- teacher judgment of classroom performance during a probationary period to be established by the principal.

2. **Placement of Transfer Students – Grades 9-12** *Amended 07/01/02*

A student in grades 9-12 who transfers from any other public school in the United States or a foreign country is placed in comparable classes and all records from the previous school are accepted.

~~▪ **Non-Residents of Florida – Definition** *Amended 6/27/95*  
For the purpose of this section a non resident is defined as a person whose primary residence is outside the State of Florida.~~

~~▪ **Tuition** Pupils in kindergarten through the twelfth grade, whose parent, parents or legal guardians are nonresidents of Florida but are American Citizens, shall be charged a tuition fee of \$50 (cash only), payable at the time the pupil is enrolled. This tuition shall not be refundable.~~

~~The tuition shall be paid at the County School Board Office. Pre-numbered receipts shall be issued upon payment of fee, and each receipt shall show name of pupil, name of parent, date, purpose, name of district, and signature of individuals receiving payment.~~

**Exceptions shall be as follows:**

- ~~• the student was previously enrolled in a public school in Florida during the current school year, or~~
- ~~• the student is in a certified exchange program, or~~
- ~~• the parent is a migratory agricultural worker, or~~
- the parent is currently on active military duty.

▪ Students who transfer into Osceola County from public schools shall be classified according to their grade placement at the school from which they transfer. Thereafter they will follow classification as set up by Osceola County except for those students who transfer as seniors.

▪ All transfer students will be expected to attempt to earn a minimum of three (3) credits per semester in the year of their transfer; however, no requirement for specific course work will be retroactive except as stated above.

▪ The requirements of the School Board shall not be retroactive for transfer students provided the student has met all requirements of the school, school district or state from which he/she is transferring (6A-1.095).

*Adopted 6/30/92 & Amended 6/27/95*

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- Students will be limited to the transfer of no more than four high school credits earned prior to entry into the ninth grade. Such credits must have been earned at the seventh and eighth grade levels and follow ~~Pupil Progression Plan rule III A (9)~~ the appropriate rules of the Middle School Pupil Progression Plan. Adopted 6/30/92 & Amended 6/27/95, 7/21/98, 07/01/02

**3. Students Who Are Not Residing with Their Natural Parents or Legal Guardians**

Any student wishing to enroll in school who is not residing with his or her natural parent or legal guardian shall have the responsible adult with whom the student is living sign an Affidavit of Responsibility form available through Student Services at the District Office. The responsible adult shall present proof that he or she has parental consent or legal right to accept responsibility. Parental consent shall be notarized.

**4. Student Custody**

Any person or agency who has been given exclusive care, custody, or control over any student by order of any court having jurisdiction to enter such order, may provide a certified or otherwise authenticated copy of such order, Marriage Certificate, or other extraneous criteria not covered by specific rule, to the principal of the school in which each student is enrolled. The order shall be placed in the student’s official records and thereafter such person or agency shall be recognized for all purposes as the sole parent or guardian of the student until such time as subsequent or additional orders changing such status are likewise provided.

Implementation: FS 232.04, 232.01, 232.031, 232.032, 320.38, 322.031; SBR 6A-198; 228.212, 316.003 (62); 228.041 (1) (a), 228.061 (2); SBR 6A-6.311 and 6A.6341 and FS 230.23 (4) (m)

**5. Limited English Proficient (LEP) Students**

For a student identified as Limited English Proficient (LEP) and transferring from a school in another country, placement must comply with appropriate procedures for students in the English for Speakers of Other Languages (ESOL) programs found in the *ESOL Program Procedures*.

**Home Language Survey (HLS) Responses/Assessment Criteria**

- A student with all NO responses on the HLS is considered non-Limited English Proficient (LEP).
- A student with any YES response is referred for additional English language proficiency assessment.

- 1           ▪ A student with a YES response to question #1 only is **temporarily** placed
- 2           in general education classes until English proficiency assessment occurs.
- 3           ▪ A student with more than one YES response is temporarily placed in basic
- 4           ESOL classes until English language proficiency assessment occurs.
- 5           ▪ The state-approved age-appropriate IDEA Language Proficiency Test is
- 6           used to assess oral/aural English ability and is to be administered within
- 7           the first 20 days after the registration date.
- 8

9           **6. Student with Disabilities**

10

11           **a. 504 Students**

12           A transferring 504 student is a student who was previously enrolled in any

13           other school or agency with an active 504 plan and who is enrolling in a

14           Florida school district. Upon notification that a transferring student is one

15           with an active 504 Plan, the receiving school must review the existing 504

16           Plan and must revise as needed.

17

18

19           **b. Exceptional Student Education (ESE) Students**

- 20           ▪ A transferring ESE student is one who was previously enrolled as an
- 21           ESE student in any other school or agency and who is enrolling in a
- 22           Florida school district or in an educational program operated by the
- 23           Exceptional Student Education Department through grants or
- 24           contractual agreements.
- 25
- 26           ▪ An ESE student who is transferring from one Florida public school
- 27           district to the School District of Osceola County who has a current
- 28           Individual Education Plan including Gifted Students (IEP/GEP) will
- 29           be placed in the appropriate educational program(s) consistent with
- 30           the plan. The receiving school **must** review and may revise the
- 31           current IEP/GEP as necessary.
- 32
- 33           ▪ An ESE student who is transferring from an out-of-state public school
- 34           and has a current IEP as well as evaluation data necessary to
- 35           determine that the student meets Florida’s eligibility criteria for
- 36           special programs will be placed immediately in the appropriate
- 37           educational programs(s) without temporary assignment. An ESE
- 38           student who is transferring from another state and does not meet the
- 39           district’s criteria for dismissal from an ESE program will also be
- 40           placed immediately in the appropriate educational program(s) without
- 41           temporary assignment. In both cases, the receiving school **must**
- 42           review the current IEP and may revise the document as necessary.
- 43

44           **7. Home Education**

45           Students who are participating in a home instruction program in accordance

46           with FS 232.0201 may be admitted to public school on a part-time basis.

47           *Adopted 9/17/96*

- 1                   ▪ Students in home education who wish to attend public school must have  
2 met all criteria for a home education program during the entire semester  
3 immediately prior to the time of admission, meet the same registration  
4 requirements as full-time students, and enroll for and attend at least one  
5 (1) regularly scheduled class period at the zoned school. Such students  
6 must register prior to the start of the semester they will attend. Full-time  
7 students will be given priority in course registration. Home-schooled  
8 students who are excluded from a class/course at their zoned school due  
9 to space limitations may attend another school if space in that  
10 class/course is available.                   *Adopted 9/17/96, Amended 6/19/01*  
11
- 12                   ▪ The Board is not responsible for the transportation of students in a home  
13 education program to or from the school. The school principal will  
14 establish the time and place for arrival and departure of home education  
15 students. Students who attend school on a part-time basis are subject to  
16 all applicable rules and regulations pertaining to full-time students.  
17 *Adopted 9/17/96*  
18
- 19                   ▪ Home education students are eligible to participate in interscholastic  
20 extracurricular student activities. The school principal will establish  
21 guidelines for participation pursuant to Florida Statute 232.425 (3)(c),  
22 and these guidelines will be made available to home education students  
23 choosing to participate in interscholastic extracurricular activities.  
24 *Adopted 07/02/96*  
25

26           **C. Attendance Guidelines**

27  
28 School attendance is the direct responsibility of parent(s)/guardian(s) as required by  
29 Florida Statute 232.09. All students are expected to attend school regularly and to be  
30 on time for classes in order to benefit from the instructional program and to develop  
31 habits of punctuality, self-discipline, and responsibility.  
32

33           **Responsibility for Attendance**

- 34                   ▪ Each parent of a child within the compulsory attendance age shall be  
35 responsible for such child's school attendance as required by Florida Statutes  
36 232.09.  
37
- 38                   ▪ Whenever a child of compulsory attendance age is absent without the  
39 permission of the person in charge of the school, the parent of the child shall  
40 report and explain the cause of such absence to the proper person at each  
41 school, as provided in Florida Statute 232.10.  
42
- 43                   ▪ Notes or telephone calls from parent(s)/guardian(s) are required either before  
44 or after an absence. It is the responsibility of the student to make up work  
45 missed because of absences. Students receiving out-of-school suspension  
46 **must** be assigned schoolwork that will cover content and skills taught during  
47 the duration of the suspension. Students are given one day for each absence to

complete makeup work unless unusual circumstances indicate an extension. The principal or designee must approve any extension.

- The Superintendent may delegate the enforcement of compulsory school attendance and child welfare to attendance personnel as provided in Florida Statute 232.16.

**Reporting Procedures**

- It shall be the responsibility of the principal and the teacher to encourage regularity of attendance and punctuality, and to check student attendance as prescribed below.
- The principal shall be responsible for the administration of attendance rules and procedures and for the accurate reporting of attendance in the school under his direction. All officials, teachers and other employees shall keep records and shall prepare and submit all reports that may be required by law and State Board Regulation 6A-1.044.
- Attendance checks shall be made as early in the day as practicable. Students who are not present in school at the time attendance is checked shall be marked absent for the day unless presence is verified by attendance personnel. (This is not to be confused with class attendance). All absences whether "excused, or "permitted", or "unexcused", shall be recorded each day.

**1. Student Absences**

Non-attendance in a class shall be considered an absence unless the student is participating in a school activity. Absences shall be classified as:

**a. Excused Absences**

Absences shall be excused for the following reasons:

- illness or injury of the student,
- illness, injury, or death in the immediate family of the student. The immediate family shall be defined as listed in the United States Internal Revenue Service guidelines.

If there is a reasonable doubt concerning the illness claimed, the principal shall be authorized to require a statement from an accepted medical authority. Failure to comply with this requirement shall result in the absence being “unexcused.”

The Principal of a school shall have sole discretion as to how absences shall be reported to the school. The parent or legal guardian shall report absences through a telephone call, a handwritten note, or both as determined by the Principal. *Adopted 6/19/01*

## DRAFT PENDING BOARD APPROVAL

1 In cases of excused absences, the student shall be allowed to make up the  
2 work and teachers of the students shall give every reasonable assistance.

3  
4 Make-up work shall be completed during a period of time equal to at least  
5 twice the time for which the absence is excused, unless the teacher allows  
6 more time.

### 7 8 **b. Permitted Absences**

9  
10 “Permitted” absences may be granted. Only the principal shall have the  
11 authority to grant “permitted” absences and then only after he or she has  
12 considered the merits of each case. It shall be the principal’s responsibility to  
13 give to the parents a copy of the School Board rules pertaining to permitted  
14 absences.

15  
16 Arrangements for make-up work shall be made in advance with the instructor  
17 of classes to be missed. The student shall assume complete responsibility for  
18 the make-up work. The teachers shall cooperate by making assignments,  
19 grading materials, and recording grades. The teacher shall set a timeline for  
20 receiving the student’s work for credit, and this timeline will not exceed twice  
21 the number of days of absence.

#### 22 23 **Examples of situations warranting “permitted” absences include:**

- 24     ▪ attendance at an important public function,
- 25     ▪ attendance at church meetings, or observances of religious  
26         holidays,
- 27     ▪ travel with parents in urgent circumstances,
- 28     ▪ attendance at non-school conventions or conferences,
- 29     ▪ other situations with parental permission and the approval of the  
30         principal, or
- 31     ▪ participation in a non-instructional activity.

#### 32 33 **A student who wishes to participate in a non-instructional activity must:**

- 34     ▪ meet the academic requirements as set forth by the School Board,
- 35     ▪ make arrangements, in advance, with the teacher for missing  
36         classes, and
- 37     ▪ accept the responsibility for making up time and work.

### 38 39 **c. Unexcused Absences**                   *Revised 9/7/99*

40  
41 All absences other than “excused” or “permitted” shall be deemed  
42 “unexcused,” and a failing grade shall be recorded for the period of the  
43 “unexcused” absence, **except** when students who are suspended from school  
44 during grade period exams or semester exams, such students shall be allowed  
45 to make up these exams.

## DRAFT PENDING BOARD APPROVAL

- 1                   ▪ Upon each unexcused absence, the Principal or designee shall  
2                   contact the student's parent or guardian to determine the reason for  
3                   the absence.
- 4
- 5                   ▪ If a student has had at least five (5) unexcused absences within a  
6                   calendar month or ten (10) unexcused absences within a ninety  
7                   (90) day calendar period, the student's primary teacher shall report  
8                   to the principal or designee that the student may be exhibiting a  
9                   pattern of non-attendance. Unless there is clear evidence that the  
10                  absences are not a pattern of non-attendance, the case shall be  
11                  referred to a child study team to determine if early patterns of  
12                  truancy are developing. If the child study team finds that a pattern  
13                  of non-attendance is developing, whether the absences are excused  
14                  or not, a meeting with the parent must be scheduled to identify  
15                  potential remedies.
- 16
- 17                  ▪ If the initial meeting with the parent does not resolve the problem,  
18                  the child study team shall implement specific interventions that  
19                  best address the problem.
- 20

21                   The child study team shall be diligent in facilitating intervention  
22                   services and shall report the case to the Superintendent or his  
23                   designee only after all reasonable efforts to resolve the problem  
24                   have been exhausted.

- 25
- 26                  ▪ If the parent, guardian, or other person in charge of the child  
27                  refuses to participate in the remedial strategies because he/she  
28                  believes that those strategies are unnecessary or inappropriate, the  
29                  parent, guardian, or other person in charge of the child may appeal  
30                  to the School Board. The School Board may provide a hearing  
31                  officer, who may be an employee of the School Board, in lieu of a  
32                  School Board hearing, who shall hear the case and make a  
33                  recommendation for final action to the School Board. If the  
34                  School Board's final determination is that the strategies of the  
35                  child study team are appropriate, and the parent, guardian, or other  
36                  person in charge of the child still refuses to cooperate, the  
37                  Superintendent may seek criminal prosecution for noncompliance  
38                  with compulsory school attendance.
- 39
- 40                  ▪ If a child subject to compulsory attendance will not comply with  
41                  attempts to enforce school attendance, the parent, guardian or  
42                  Superintendent or his designee shall refer the case to the case  
43                  staffing committee pursuant to Florida Statutes, and the  
44                  Superintendent or his designee may file a truancy petition pursuant  
45                  to procedures outlined in Florida Statutes. (*FS 984.12, 984.151*)
- 46
- 47
- 48

1                   **2. Students with Disabilities**  
2

3                   **a. 504 Students**

4                   In the case of a student with excessive absences, a 504 Reevaluation meeting  
5                   should be held to determine if the absences are caused by the disability of  
6                   record on the active 504 Plan. If the 504 committee determines that the  
7                   absences are caused by the disability, the student’s placement must be re-  
8                   evaluated as to the appropriateness of the current placement and the plan must  
9                   address any additional strategies and/or interventions needed.

10  
11                   If the 504 committee determines that the absences are not caused by the  
12                   disability, the student is treated in the same manner as that for a general  
13                   education student. Documentation of 504 Reevaluation meeting should be  
14                   kept on file.

15  
16                   **b. ESE Students**

17                   All exceptional students will follow regular education attendance procedures.  
18                   In the case of an ESE Student with excessive absences, an IEP team meeting  
19                   must be conducted to determine whether or not the absences are related to the  
20                   student’s disability. If the IEP team determines that the excessive absences  
21                   **are** related to the student’s disability, the IEP team must determine a  
22                   reasonable course of action which may include the possible waiver of the  
23                   attendance guidelines in determining grades as well as a change of placement.

24  
25                   If the IEP team determines that the student’s excessive absences **are not**  
26                   related to the student’s disability, the student is treated in the same manner as  
27                   that for a general education student.  
28

29                   **3. Hospital/Homebound Program**

30                   Parent(s)/guardian(s) may request that the principal consider eligibility for a  
31                   hospital/homebound program for a student with an illness predicted by  
32                   certified medical personnel to exceed 15 consecutive school days.  
33

34                   **4. Student Absences for Religious Reasons**

35                   Students will be afforded an opportunity to make up missed work without  
36                   adverse school effects when absent because of a religious holiday. Within  
37                   five school days prior to an expected absence for religious reasons,  
38                   parent(s)/guardian(s) must notify the principal in writing and request that the  
39                   student be excused from attendance. A written excuse will not be required  
40                   upon return to school and no adverse or prejudicial effects will result for any  
41                   student availing her/himself of this provision. Students will be permitted to  
42                   make up missed work according to school procedures.

43  
44                   If questions arise regarding this rule, principals will grant the  
45                   parent(s)/guardian(s) a conference. Parent(s)/guardian(s) may appeal the  
46                   principal’s decision to the Superintendent should a conflict arise.  
47

**D. Student Withdrawals**

A child who attains the age of sixteen (16) years during the school year shall not be required to attend school beyond his sixteenth (16) birthday if the student has a signed form declaring his intent to withdraw from school prior to completion of the educational program. The principal shall contact the parents or legal guardians of the student to discuss the educational impact of such decision and to suggest other appropriate alternative educational placements or programs. The student may only be withdrawn if the parents or legal guardians also sign the intent to withdraw form.

**1. Student Withdrawals During the Last Two Weeks of the School Year**

The parent(s)/guardians(s) of a student who leaves school **during** the last two weeks of the school year must show evidence that the withdrawal is necessary and the student must successfully complete assigned class work. Principals are authorized to make arrangements for the administration of any tests if appropriate.

Principals may waive the requirements for early withdrawal when unusual/extenuating circumstances require it.

**2. Student Withdrawals for Enrollment in Home Education Programs**

Florida Statute 232.02(1) permits parents to choose to place their children in a home instruction program in lieu of public school. The requirements of the law will be monitored through Student Services.

To withdraw a student for enrollment in a home education program, parent(s)/guardian(s) must initiate the withdrawal process at the school and notify the Superintendent of Schools in writing of the intent to provide home education for the student. A **copy** of the notification of intent to provide home education **must** be taken to the school in which the student is enrolled in order for the student to be withdrawn. The school will then contact Student Services to verify that the student has been enrolled in a home education program to complete the withdrawal process.

**3. Student Withdrawals -- Exceptional Student Education (ESE)**

A child who is receiving services through Exceptional Student Education (ESE) shall not be withdrawn without prior parental notification, a staffing meeting with parents or guardians to discuss the educational impact of such a decision for the student to withdraw, and all requirements relative to due process have been completed. *Amended 9/7/99*

In cases where at least two (2) good faith, but unsuccessful attempts to notify parents or guardians of the student have been documented, and with the approval of the Director of Exceptional Student Education, the student may be withdrawn by the school. *Adopted 9/7/99*

**4. Student Withdrawals -- Alternative Programs**

A child who has been placed at a district alternative school or second chance school in lieu of expulsion shall not be withdrawn without prior parental notification and a meeting with parents or guardians to discuss the educational impact of such a decision and the implications regarding the probability of going forward with the recommendation for expulsion.

**II. PROGRAM DESCRIPTION**

**A. Florida System of School Improvement and Accountability**

The Sunshine State Standards (*6A-1.09401 State Board Rules*) are benchmark standards that describe what students should know and be able to do at four progression levels (grades PreK-2; 3-5; 6-8; 9-12) in the subjects of:

- language arts
- science
- foreign language
- the arts
- mathematics
- social studies
- health education
- physical education.

Osceola District Schools shall provide appropriate instruction to assist students in the achievement of these standards. The Sunshine State Standards/Grade Level Expectations have been incorporated within the Osceola County Curriculum Frameworks and are on file in the Administrative Center and are in use at each school. *Adopted 9/17/96, Amended 6/15/99*

**1. Curriculum Frameworks, Grades 9-12:  
Basic and Adult Education**

A curriculum framework is a broad guideline which directs district personnel by providing specific instructional plans for any given course or area of study and is consistent with the Florida Course Code Directory. Curriculum frameworks are contained the Florida DOE publication “Curriculum Frameworks for Grades 9-12, Adult Basic Program” available on the Florida DOE website. The above frameworks include the Exceptional Student Education Courses and the Vocational Courses. *Amended 07/01/02*

**2. Student Performance Standards**

Student Performance Standards have been developed cooperatively with district personnel for the intended outcomes specified in each curriculum and are also on file at each high school and the district office.

**DRAFT PENDING BOARD APPROVAL**

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Students must show mastery of the performance standards before credit for course is awarded. Upon successful completion of the course, with at least seventy per cent (70%) proficiency, students will have demonstrated mastery. Student mastery will be assessed through the use of teacher observation, classroom assignments and examinations. (For LEP students, see ~~Section I, M~~ ~~(3)~~ also below.) Students must also meet the attendance requirement as set forth in section 6.2.1.E or F of School Board Rules. *Amended 7/21/98, 6/27/00, & 07/01/02*

**Florida Statute 233.061**

**Required Instruction –**

*(1) Each school district shall provide all courses required for high school graduation and appropriate instruction designed to ensure that students meet state board adopted standards in the following subject areas: reading and other language arts, mathematics, science, social studies, foreign languages, health and physical education, and the arts.*

*(2) Members of the instructional staff of the public schools, subject to the rules and regulations of the commissioner, the state board, and the school board, shall teach efficiently and faithfully, using the books and materials required, following the prescribed courses of study, and employing approved methods of instruction, the following:*

*(a) The content of the Declaration of Independence and how it forms the philosophical foundation of our government.*

*(b) The arguments in support of adopting our republican form of government, as they are embodied in the most important of the Federalist Papers.*

*(c) The essentials of the United States Constitution and how it provides the structure of our government.*

*(d) Flag education, including proper flag display and flag salute.*

*(e) The elements of civil government shall include the primary functions of and interrelationships between the Federal Government, the state, and its counties, municipalities, school districts, and special districts.*

*(f) The history of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions.*

*(g) The history of African Americans, including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society.*

*(h) The elementary principles of agriculture.*

*(i) The true effects of all alcoholic and intoxicating liquors and beverages and narcotics upon the human body and mind.*

*(j) Kindness to animals.*

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- (k) The history of the state.*
- (l) The conservation of natural resources.*
- (m) Comprehensive health education that addresses concepts of community health; consumer health; environmental health; family life, including an awareness of the benefits of sexual abstinence as the expected standard and the consequences of teenage pregnancy; mental and emotional health; injury prevention and safety; nutrition; personal health; prevention and control of disease; and substance use and abuse.*
- (n) Such additional materials, subjects, courses, or fields in such grades as are prescribed by law or by rules of the commissioner and the school board in fulfilling the requirements of law.*
- (o) The study of Hispanic contributions to the United States.*
- (p) The study of women's contributions to the United States.*
- (q) A character-development program in the elementary schools, similar to Character First or Character Counts. Such a program must be secular in nature and must stress such character qualities as attentiveness, patience, and initiative.*
- (r) In order to encourage patriotism, the sacrifices that veterans have made in serving our country and protecting democratic values worldwide. Such instruction must occur on or before Veterans' Day and Memorial Day. Members of the instructional staff are encouraged to use the assistance of local veterans when practicable.*
- (3) Any student whose parent or guardian makes written request to the school principal shall be exempted from the teaching of reproductive health or disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption. Course descriptions for comprehensive health education shall not interfere with the local determination of appropriate curriculum which reflects local values and concerns.*

**Student Performance - State Goal 3**

A comprehensive program of general education based on Florida’s System of School Improvement and Accountability, Goal 3, when implemented effectively enables students to make maximum use of their educational opportunities and to function effectively as productive individuals.

The School District of Osceola County Curriculum Guidelines also incorporate the Goal 3 Standards of Florida’s System of School Improvement and Accountability.

Goal 3 emphasizes instruction that focuses on the first ten of the eleven Goal 3 Standards in order to help students apply specific content knowledge in real-world situations and become successful as:

- information managers,
- effective communicators,
- numeric problem solvers,
- creative and critical thinkers,
- responsible and ethical workers,
- resource managers,

- systems managers,
- cooperative workers,
- effective leaders, and
- multiculturally sensitive citizens.

The eleventh Goal 3 Standard states that, throughout a student’s education, families will share the responsibility of accomplishing all the standards set in Goal 3.

**B. Special Programs**

**1. Limited English Proficient (LEP) *Revised 7/21/98 & 6/27/00***

All students with limited English proficiency (LEP) must be appropriately identified in order to ensure the provision of appropriate services. Every student identified as LEP shall continue to receive appropriate instruction and funding as specified by the District LEP Plan, State Board Rules and Regulations, and Florida Statutes until such time as the student is reclassified as English proficient. Note: See the *School District of Osceola County Limited English Proficient Plan 1999* for full explanation of services and model. *Amended 6/27/00*

**Home Language Survey (HLS) and identification criteria *Revised 6/27/00***

- A student with all NO responses on the HLS is considered non-limited English proficient.
- A student with any YES response is referred for English language proficiency assessment.
- A student with a YES response to question #1 only is temporarily placed in non-ESOL classes until English language proficiency assessment is completed.
- A student with a YES response to question #2 and/or #3 is temporarily placed in ESOL classes until English language proficiency assessment is completed.
- The grade level appropriate Idea Oral Language Proficiency Test will be used to determine oral/aural English ability and is to be administered within the first 20 days after registration date.

Students in grades 4-12 found to be fluent English speaking will be given a nationally-normed, standardized reading and writing test, within 20 days of the oral/aural test for further assessment of their English ability.

- Exceptional students (ESE) with any YES response shall be reviewed by a joint ESE/LEP committee to determine appropriate ESOL assessment and placement.
- Pre-K students with any YES response are considered LEP until the English language assessment is administered in Kindergarten.
- PEEP Pre-K students with any YES responses shall be reviewed by a joint ESE/LEP committee to determine ESOL status.

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Every Limited English Proficient student is entitled to equal access to all academic, categorical, and federal programs offered by the School District of Osceola County. The amount of time the LEP student is assigned to the program(s) shall be comparable to the time assigned to a non-LEP student under similar conditions. An updated LEP student’s class schedule must be maintained in the LEP Portfolio as part of the student permanent record.  
*Adopted 6/27/00*

Limited English Proficient students are taught by subject area teachers following the corresponding district curriculum. The instructional personnel provide appropriate and individualized instruction to students through the use of ESOL teaching strategies, appropriate instructional materials, curriculum modifications, and testing modifications. The ESOL modifications are documented in the teacher’s lesson plans as evidence that understandable instruction is being provided. *Adopted 6/27/00*

Schools with fifteen (15) or more LEP students who speak the same home language must have at least one bilingual teacher assistant or bilingual teacher proficient in English and the home language of the students. The ESOL teacher assistant’s (or bilingual teacher’s) primary assignment is to offer the LEP students additional help in the basic content areas under the supervision of the basic subject area teacher. *Adopted 6/27/00*

**2. Dropout Prevention and Retention Program (DOP)**

The academic program for a DOP student may differ from traditional education programs and schools in scheduling, administrative structure, philosophy, curriculum, and/or setting. The DOP Program employs alternative teaching methodologies, curricula, learning activities, or diagnostic and assessment procedures in order to meet the needs, interests, and talents of eligible students. High school Drop-Out Prevention programs are designed to meet the needs of high risk students and offer them special opportunities to earn credit towards graduation or promotion. *Amended 6/19/01*

High School students who meet the district’s requirements for an approved dropout prevention program, an honors accelerated credit program, or a career and technical education program may be enrolled in modified courses to earn additional credits. (For LEP students, see ~~I, M(2)~~ above.)  
*Amended 7/2/96, 06/27/00, & 07/01/02*

**Challenger Learning Center - Grade Levels 9-12**

*Amended 6/30/92*

This is a program specifically designed for school dropouts, in order to provide them with a vehicle to complete a high school program; or in some instances, to assist those students into reentering a regular high school setting, once they have completed some credit requirements. (For LEP students, see ~~I, M(2)~~ above.) *Amended 6/27/00 & 07/01/02*

## DRAFT PENDING BOARD APPROVAL

1 A total of 24 credits must be earned for graduation. These credits are  
2 described below.

3  
4 This is a competency-based program with students demonstrating mastery of  
5 the student performance standards. Elective credits for related work  
6 experience (OJT) in this program are earned on the same basis as in the  
7 regular day-school career and technical education programs.

8  
9 Only students who have been withdrawn from school for a minimum of nine  
10 school weeks are eligible for placement in this program. Exceptions to this  
11 placement may be approved, based on extenuating circumstances, by a three-  
12 member committee of administrators and/or placement by the Superintendent  
13 or School Board. A cooperative effort between the Instructional Department  
14 and Student Services will provide the guidance and scheduling for student  
15 placement and follow-up. Students must agree to attend a minimum of 15  
16 hours per week of classroom instruction during the regular school year.

17 *Amended 6/27/00 & 6/19/01*

18  
19 Students must:

- 20  
21 ■ Earn twenty-four credits as stated above with a 1.5 GPA, for those courses  
22 taken before 1996-97, *Amended 6/15/99*
- 23  
24 ■ Maintain a grade point average of 2.0 on a 4.0 scale for all courses taken  
25 beginning with the 1996-97 school year and thereafter.  
26 *Adopted 9/17/96, Amended 6/15/99 & 6/19/01*
- 27  
28 ■ Pass all necessary parts of the High School Competency Test or reach the  
29 score on the Florida Comprehensive Assessment Test that will exempt the  
30 student. *Amended 6/15/99*

31  
32 An articulation meeting will be arranged for the students wishing to re-enter  
33 the regular high school program. *Amended 6/19/01*

34  
35 Although this program is designed to provide students with a non-traditional  
36 school setting in order to meet individual needs, the school district Code of  
37 Student Conduct is in effect and School Board Rules governing student  
38 conduct will be followed.

### 39 40 **3. Gifted Education** *Amended 07/01/02*

41 For a high school student enrolled in the gifted program, a qualitatively  
42 different curriculum consists of carefully planned, coordinated learning  
43 experiences that extend beyond the basic curriculum to meet the specific  
44 learning needs of the student.

45  
46 High school students identified as Gifted have an Educational Plan (GEP) that  
47 outlines goals, strengths, and weaknesses, and provides direction for the  
48 instructional program. The differentiated instructional program includes

advanced-level content, acceleration, and enrichment that incorporate the student’s special abilities and interests.

**4. Students with Disabilities**

**a. 504 Students**

Any alteration to the delivery of instruction of student assignments for a 504 student is the decision of the Section 504 Committee and must be addressed in the 504 Plan. Parent(s)/guardian(s) of a 504 student must be notified of any proposed changes and must be given the opportunity to provide input on decisions made by the Section 504 Committee. Thus, the individual student’s Section 504 Plan documents the instructional modifications required to ensure the student an equal opportunity to master the general education curriculum.

**b. Exceptional Education Students**

**Exceptionalities include:** Educable Mentally Handicapped, Trainable Mentally Handicapped, Profoundly Mentally Handicapped, Speech and/or Language Impaired Deaf or Hard of Hearing, Visually Impaired, Physically Impaired, Emotionally Handicapped, Specific Learning Disabled, Gifted, Homebound or Hospitalized, Dual Sensory Impaired, Autistic, Pre-Kindergarten Students with Developmental Delays, Pre-Kindergarten Students with Established Conditions.

*Amended 7/23/91, 7/21/98 & 6/27/00*

**ESE Curriculum**

The curriculum for the elementary school Varying Exceptionalities, Emotionally Handicapped (EH), and Educable Mentally Handicapped shall be a regular education curriculum that follows the Florida Sunshine State Standards with appropriate modifications. Direct Instruction, Reading Mastery, Precision Teaching, and Whole Language are the instructional approaches to be utilized to enhance curriculum acquisition. Moderately and severely disabled students (Trainable Mentally Handicapped, Profoundly Mentally Handicapped) will use a curriculum appropriate for the developmental level of the students.

*Adopted 6/30/92 & Amended 6/27/95, 7/21/98, & 6/27/00.*

For students with disabilities enrolled in ESE, their Individual Educational Plans (IEP’s) specify the appropriate curriculum and unique aspects of their programs.

For the majority of these students, the general education standards and benchmarks should be based on their curriculum.

For some students, modified standards and/or benchmarks in one or more content areas may be more appropriate.

In all cases, the IEP team makes curriculum decisions. The IEP developed by the team specifies the curriculum for specific content areas. The IEP also addresses annual goals and short-term objectives to meet the unique needs of the student as well as appropriate classroom modifications. Modifications may be in the areas of curriculum, instruction, and assessment. Modifications listed on the IEP must be implemented as indicated.

**C. Career and Technical Education Programs**

The School District of Osceola County offers a variety of career and technical education programs at the high school level that help students prepare for high skill-high wage occupations and for postsecondary educational opportunities. It is essential that students, parents, teachers, guidance counselors and administrators be aware that most individual career and technical education courses do not stand alone but are part of a planned sequence of courses leading to occupational proficiency and program completion at the high school or postsecondary level. Not all career and technical education programs are offered at all high schools. Some are offered as career academies. Students are encouraged to complete an educational and career development plan before entering a career and technical education program or a career academy.

**Career and Technical Education major areas:**

- Agribusiness and Natural Resources Education
- Business Technology Education
- Diversified Education
- Family and Consumer Sciences
- Health Science Education
- Industrial Education
- Marketing Education
- Public Service Occupations Education

**1. Tech Prep Amended 07/01/02**

The Orange, Osceola, and Valencia Tech Prep Consortium has developed many programs of study that provide a planned sequence of courses linked to postsecondary educational goals. The Tech Prep initiative offers students the opportunity to focus on career and technical education courses that will help train them for high skill-high wage occupations. At the same time, they can be earning Valencia Community College credit or Orange and Osceola County Tech Centers credit while they are attending high school.

**2. Cooperative Education and On-the-Job Training (OJT)**

*Revised 6/30/92, 07/01/02*

~~High school credit may be earned by vocational students using the cooperative education method of instruction.~~ The cooperative education method of instruction permits career and technical education students to earn high school credit. Cooperative education involves paid, supervised, concurrent employment that is directly related to the student’s in-school training. The

## DRAFT PENDING BOARD APPROVAL

1 cooperative education method is available for junior and senior students. At-  
2 risk high school students in any grade may be enrolled in Work Experience.  
3 The coordinator must approve all cooperative education job sites. Students  
4 shall not be employed by members of the immediate family.  
5

6 Cooperative education is **not** a program but a method of instruction used in  
7 several ~~vocational~~ career and technical education programs. Students who  
8 complete a career and technical education program using the cooperative  
9 method are coded on the final class reports as completers of the ~~vocational~~  
10 that program. *Revised 07/01/02*

### 11 12 (2) ~~Types of Programs~~

13  
14 ~~There are several programs offering the cooperative method of instruction:~~  
15 ~~Agribusiness Cooperative Education for students employed in agriculture occupations~~  
16 ~~and enrolled in an Agribusiness vocational program, Business Cooperative Education~~  
17 ~~for students employed in office occupations and enrolled in a Business Education~~  
18 ~~vocational program, Cooperative Health Occupations Education for students~~  
19 ~~employed in health occupations and enrolled in a Health Occupations vocational~~  
20 ~~program, Marketing Education for students employed in marketing occupations and~~  
21 ~~enrolled in a Marketing Education vocational program, and Industrial Cooperative~~  
22 ~~Education for students in industrial occupations and enrolled in an Industrial~~  
23 ~~Education vocational program. If a specialized program is available and a student~~  
24 ~~qualifies for the specialized program, the student should be enrolled in the~~  
25 ~~cooperative education course for that specialized program. If a specialized program~~  
26 ~~is not available or if the specialized program does not have a vacancy, the student~~  
27 ~~should enroll in Diversified Career Technology (DCT) program. DCT provides~~  
28 ~~opportunities for selective placement based on the student's occupational objectives~~  
29 ~~and the development of occupational competencies. Amended 6/15/99~~  
30

31 ~~Junior and senior students may be released from school one or two periods for~~  
32 ~~cooperative education that is supervised, on the job training (OJT), but they must be~~  
33 ~~enrolled in one or more related courses in the particular vocational program area~~  
34 ~~during the school day. Fifth year seniors who have met all other graduation~~  
35 ~~requirements may be released for additional periods.~~  
36

### 37 (3) ~~Hours Worked~~

38  
39 ~~Students released from school must work an average of eight (8) hours per week for~~  
40 ~~each school period they are released. A student must work 144 hours during the~~  
41 ~~semester to earn one-half (1/2) credit or 288 hours during the semester to earn one (1)~~  
42 ~~credit toward high school graduation requirements.~~  
43

### 44 (4) ~~Forms Required~~

45  
46 a. ~~Application/Agreement~~  
47

## DRAFT PENDING BOARD APPROVAL

1 Prior to enrollment in the program, the student must complete a cooperative education  
2 application, which must be signed by the student and the parent or guardian.

3  
4 b. ~~Agreement~~

5  
6 An agreement must be signed by the student, parent or guardian, coordinator, and  
7 employer. If the student changes jobs, a new agreement must be signed by each of  
8 the parties. The original copy of the signed agreement must be in the student's file  
9 for program review.

10  
11 c. ~~Time Sheets~~

12  
13 For every month the student is enrolled in cooperative education, a time sheet signed  
14 by the student and employer must be on file. The time sheet must list the day and  
15 time worked and monies earned. This time sheet must be in the student's file for  
16 program review.

17 -

18 d. ~~Evaluation~~

19  
20 An evaluation completed by the employer must be on file for each student every  
21 grading period. The original must be in the student's file for program review. A  
22 copy of the evaluation should be given to the student and the employer. The  
23 cooperative education program curriculum frameworks outline the specific skills that  
24 must be evaluated.

25  
26 e. ~~Training Plans~~

27  
28 A training plan must be prepared for each cooperative education student. The  
29 training plan, which must list the competencies to be mastered in the classroom and  
30 those competencies to be mastered on the job, must be signed by the employer, the  
31 student, and the coordinator. As a student masters the listed competencies, mastery  
32 must be reflected in the student's file for program review.

33  
34 f. ~~Visitation Record~~

35  
36 Each cooperative education student must be visited at his or her work site at least  
37 once per grading period by the coordinator. A record of these visits must be  
38 maintained.

39  
40 (5) ~~Absences~~

41  
42 Any cooperative education student who is absent from school for any part of the  
43 school day may not report to work that day without the prior approval of the  
44 coordinator.

45  
46 (6) ~~Grades~~

~~The grades the student earns for the classroom and OJT are assigned by the coordinator.~~

~~(7) — Periods of Unemployment~~

~~a. — A student who is new to the program may have up to ten days to secure appropriate employment. If the new student is still not employed in an appropriate training site after ten days, he or she may be removed from the cooperative phase and enrolled in suitable classes. An unemployed student is not permitted to leave school early without the coordinator’s approval.~~

~~b. — Students who wish to change jobs during the school year should coordinate any job changes with the coordinator.~~

~~c. — Any student who loses his or her job through no fault of his or her own may have ten days to secure another suitable training site. If the student is unable to find employment after ten days, he or she may be reassigned on campus. These situations will be handled on an individual basis with the coordinator and school officials. An unemployed student should not be permitted to leave school early without the coordinator’s approval.~~

~~d. — Any student who is released with cause (shoplifting, for example) may not be released from school for OJT. Appropriate disciplinary action may be taken, up to and including no credit for the cooperative education program and removal from the program at the end of the semester.~~

~~**X. — Placement and Promotion in the High School Vocational Program**~~

~~*Adopted 6/30/92*~~

~~A. — Program Descriptions *Revised 7/2/96*~~

~~All Oseola County District public high school vocational programs follow the Florida Department of Education frameworks and student performance standards. Copies of these frameworks and student performance standards are available for review in the office of the Director of the Technical and Adult Department. Any vocational course from a vocational program listed below may be taken to satisfy the 1/2 credit practical arts graduation requirement (for LEP students, see Section I,M(2)).~~

~~(1) — Agribusiness and Natural Resources Education~~

~~(a) — Students are encouraged to start any agriculture program in the ninth grade by enrolling in Fundamentals of Agriscience; however, students may enroll in any grade. Depending on a student’s interest and program availability, high school students may enroll in Landscape Operations, Environmental Horticulture, Animal Science, or Agritechnology. Tech Prep students are eligible for three (3) semester hours of credit at Valencia Community College.~~

~~*Amended 9/17/96*~~

## DRAFT PENDING BOARD APPROVAL

1           ~~(b) — Graduating students who successfully complete any of the agriculture~~  
2           ~~programs are program completers. Junior and seniors are eligible for~~  
3           ~~Agriculture Cooperative Education. To be eligible for Agriculture~~  
4           ~~Cooperative Education, a student must be currently enrolled in a job~~  
5           ~~preparatory agriculture program.~~

6  
7           ~~(c) — Future Farmers of America is the approved vocational student organization~~  
8           ~~(VSO) for agriculture students. Middle school students are eligible for~~  
9           ~~membership.~~

10  
11       ~~(2) — Business Technology Education~~

12  
13           ~~(a) — Business Technology Education programs listed in the Florida Course Code~~  
14           ~~Directory are provided for Osceola County business technology students.~~  
15           ~~The programs are designed to allow students with varying occupational~~  
16           ~~interests to complete programs ranging from two (2) to six (6) credits. Tech~~  
17           ~~Prep students are eligible for up to six (6) semester hours of credit at Valencia~~  
18           ~~Community College.~~

19  
20           ~~(b) — Business Systems Technology 1 and Business Systems Technology 2~~  
21           ~~comprise a sequential two-credit core for completers in all the business~~  
22           ~~technology education programs. Computer and Business Skills (8200330)~~  
23           ~~along with Keyboarding and Business Skills (8200320) is equivalent to~~  
24           ~~Business Systems and Technology 1 (8209020). Students should complete~~  
25           ~~Keyboarding and Business Skills before enrolling in computer and Business~~  
26           ~~skills. — Amended 6/15/99~~

27  
28           ~~(c) — High School (dual enrollment) credit is available to middle school students in~~  
29           ~~Business Technology Education programs. Students who successfully~~  
30           ~~complete one or more credits in Business Keyboarding (8200110), Computer~~  
31           ~~Applications in Business 1 (8200220), Computer Applications in Business 2~~  
32           ~~(8200210) and/or Business Systems and Technology I (8209020) are eligible.~~  
33           ~~Amended 6/15/99~~

34  
35           ~~(d) — An option available to juniors and seniors in business technology education is~~  
36           ~~Business Cooperative Education (BCE), which combines related classroom~~  
37           ~~instruction with supervised on-the-job training (OJT) in a business or office~~  
38           ~~occupation. OJT hours will vary. OJT students perform tasks outlined in~~  
39           ~~their individual job training plan, which is signed, by the BCE coordinator, the~~  
40           ~~employer, and the student. Any business technology education course may be~~  
41           ~~used for BCE classroom instruction. The objective of BCE OJT is to~~  
42           ~~reinforce and complement related in-school instruction in the business~~  
43           ~~education job preparatory programs.~~

44  
45           ~~(e) — Future Business Leaders of America (FBLA), the approved secondary~~  
46           ~~vocational student organization, is an integral part of the curriculum for all~~  
47           ~~secondary business technology education programs. Middle school students~~  
48           ~~are eligible for membership.~~

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~~(3) — Diversified Education~~

- ~~(a) — Students are encouraged to start this vocational program in the eleventh grade by enrolling in Diversified Career Technology Principles and DCT On the Job Training (OJT); however, seniors may enroll in Diversified Career Technology Principles and DCT OJT. As a part of this program, students learn selected occupational competencies through employment related instruction in school and concurrent, paid, supervised on the job training. Second year students enroll in Diversified Career Technology Applications and DCT OJT. Seniors who successfully complete Diversified Career Technology Applications and DCT OJT are program completers. Amended 6/15/99~~
- ~~(b) — Part of the DCT curriculum is met through participation in Cooperative Education Clubs of Florida (CECF). This approved VSO is an integral part of the curriculum.~~

~~(4) — Health Science Education — Amended 9/17/96~~

- ~~(a) — Students may enroll in the health science vocational job preparatory Health Careers program in grades 11 or 12. Ninth and tenth grade students may enroll in Medical Skills and Services which is also open to students in grades 11 and 12. Medical Skills and Service is usually a yearlong course. Tech Prep students are eligible for up to six (6) semester hours of credit at Valencia Community College.~~
- ~~(b) — Eleventh grade students should enroll in Health Careers for two periods a day; as seniors they should enroll in one period of Health Science Education course plus up to two additional periods of Health Science Education Cooperative Education — On the Job Training (OJT). Any student who first enters the Health Careers Program as a senior should enroll for three periods a day to be a program completer and achieve certification in one of several entry level health careers. Students completing the nursing assistant competencies will be eligible to sit for the state exam.~~
- ~~(c) — Health Science Education Cooperative Education. OJT is available to those Health Occupations Education students who are concurrently enrolled in a Health Science Education Program and have the instructor's approval.~~
- ~~(d) — Health Science Education Students Association. The approved vocational student organization for health occupations students is an integral part of the curriculum.~~

~~(5) — Family and Consumer Sciences~~

- ~~(a) — A variety of Family and Consumer Sciences courses is offered and may be taken as elective credit or to fulfill the practical arts requirements. No more~~

## DRAFT PENDING BOARD APPROVAL

1 than three (3) credits in Practical Arts Family and Consumer Sciences may be  
2 granted toward high school graduation requirements. Completers of the Early  
3 Childhood program are eligible for three or four semester hours of credit at  
4 Valencia Community College.

5  
6 (b) ~~Future Homemakers Association/Home Economics Related Occupations~~  
7 ~~(FHA/HERO), the approved vocational student organization, is an integral~~  
8 ~~part of the curriculum for all Family and Consumer Sciences programs.~~  
9 ~~FHA/HERO is also available for middle school students.~~

10  
11 ~~(6) Industrial Education~~

12  
13 (a) ~~Students are encouraged to start Industrial Education (IE) programs in the~~  
14 ~~tenth grade by enrolling in Level 1 for one period. Second year students~~  
15 ~~enroll in Levels 2 and 3 for two periods; third year students enroll in Levels 4,~~  
16 ~~5, and 6 for up to three periods. Cosmetology, an eight credit program,~~  
17 ~~requires summer enrollment to complete. Tech Prep students are eligible for~~  
18 ~~three semester hours of credit at Valencia Community College.~~

19  
20 (b) ~~Students may also begin any IE program in their junior or senior year and~~  
21 ~~complete the program at Mid Florida Tech or Technical Educational Center of~~  
22 ~~Osceola.~~

23  
24 (c) ~~Freshmen may enroll in IE classes.~~

25  
26 (d) ~~An option available to juniors and seniors in IE is Industrial Cooperative~~  
27 ~~Education (ICE), which combines related classroom instruction with~~  
28 ~~supervised on the job training (OJT).~~

29  
30 (e) ~~Vocational Industrial Clubs of America (VICA) is the approved vocational~~  
31 ~~student organization for IE students.~~

32  
33 ~~(7) Marketing Education~~

34  
35 (a) ~~It is preferred that students start this vocational program in the tenth grade by~~  
36 ~~enrolling in Marketing Essentials. Eleventh grade students may be enrolled in~~  
37 ~~Application and OJT for up to two periods per day. The job must be directly~~  
38 ~~related to the student's career choice in the marketing field. Twelfth grade~~  
39 ~~students enroll in Marketing Management and Marketing Education OJT.~~  
40 ~~Tech Prep students are eligible for up to three semester hours of credit at~~  
41 ~~Valencia Community College. The Academy of Travel and Tourism students~~  
42 ~~are eligible for up to fourteen semester hours of credit in dual enrollment at~~  
43 ~~Valencia Community College. *Amended 9/17/96*~~

44  
45 (b) ~~Part of the marketing education curriculum is met through participation in~~  
46 ~~Distributive Education Clubs of America (DECA). This approved vocational~~  
47 ~~student organization is an integral part of the program.~~

1           (8) — Public Service Education

2  
3           (a) — ~~The Paraprofessional Teacher Aide program is available to juniors and seniors only. A student may earn a maximum of three credits in this program. One day a week the student must report to the Public Service teacher who coordinates the program. There are specific student performance standards that must be taught and evaluated in order for the student to earn credit in the class. Four days a week the student reports to his or her particular assignment. The coordinator will visit the student on the site at least once per grading period.~~ *Amended 6/15/99*

11  
12           (b) — ~~Criminal Justice Operations, and Principles of Public Service are taught by the School Resource Officer (SRO) at each high school. Tech Prep students are eligible for up to six semester hours of credit at Valencia Community College.~~ *Amended 9/17/96 & 6/15/99*

16  
17           (c) — ~~The Florida Association of Public Service Students (FLAPSS) is the approved vocational student organization for Public Service students.~~ *Adopted 6/29/93*

20  
21           (9) — Technology Education

22  
23           ~~Technology Education classes are offered at Osceola middle schools and may be offered at the high schools.~~ *Amended 6/15/99*

24  
25  
26           B. — Definition of a Completer

27  
28           ~~In order to be classified as a vocational program completer, a student must complete all student performance standards and should earn the required number of credits. If a student has mastered all student performance standards, he/she is a completer even if he/she has not completed the courses. Osceola County student may complete their programs in high school or continue with an articulated postsecondary program at a vocational postsecondary center. All vocational completers are included in the district's annual follow up student survey after they graduate from high school.~~ *Amended 7/2/96*

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36           **XI. — Technical Education Center of Osceola County (TECO) and Community High School**

37           A. — Placement and Promotion of Secondary Students at the Technical Education Center of Osceola (TECO) *Amended 7/29/97*

38  
39  
40           ~~Under certain conditions, secondary students may be placed at the Technical Education Center of Osceola (TECO) as their high school site (for LEP students, see Section I,M(2)).~~ *Adopted 6/30/92 & Amended 6/27/00*

41  
42  
43  
44           (1) — Dual Enrollment/Co Enrollment at TECO: ~~Students will have the opportunity to attend TECO as a second school vocational placement for part of the school day provided the following conditions exist:~~

45  
46           (a) — ~~The student is at least 16.~~

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~~(b) — The vocational program is not offered at the zoned high school.~~

~~(c) — The student exhibits the maturity to handle the adult setting.~~

~~Students must provide their own transportation.~~

~~Placement at TECO will occur only at the beginning of a semester; students will remain for the entire semester.~~

~~All final exams in the vocational program will be comprehensive.~~

~~(2) — High School Program: TECO may offer a comprehensive grade ten (10) through grade twelve (12) program in accordance with sections I through VI above. ———  
——— Adopted 6/15/99~~

~~(3) — Exceptional Students Education students: ESE special diploma seeking students participate in a program at TECO based on the recommendation of the staffing committee. Placement at TECO will occur only at the beginning of a semester; students will remain for the entire semester. Placement at the center must be reflected in the student’s IEP. — Amended 6/27/95 & 7/29/97~~

~~B. — Placement in Postsecondary Adult and Vocational Institutions~~

~~(1) — Technical Education Center of Osceola  
501 Simpson Road  
Kissimmee, FL 34744~~

~~(2) — Community High School  
705 Simpson Road  
Kissimmee, FL 34744~~

~~(3) — Enrollment Eligibility — Amended 6/27/95 & 7/29/97~~

~~Both schools accept for enrollment those adults 16 years of age or older, regardless of race, religion, handicap or national origin, and:~~

~~(a) — Request, but do not require a social security number;~~

~~(b) — Require proof of residency such as a Florida Driver License, Florida I.D., voter registration card, Declaration of Domicile, or a sworn statement and notarized affidavit, which is obtained from the center, if none of the previous is available;~~

~~(c) — Require test prerequisites for some programs.~~

## DRAFT PENDING BOARD APPROVAL

1 All vocational programs have state-mandated mathematics and reading achievement  
2 standards. Achievement of these standards must be documented prior to a student's  
3 program completion.  
4

### 5 (4) — Transfer Students — *Amended 7/29/97*

6  
7 Transfer students from other institutions are accepted. These students are placed in  
8 vocational or adult programs based on (1) results of written and/or performance tests  
9 or evaluations of transcripts or (2) in compliance with articulation agreements.  
10

### 11 C. — Types of Programs offered at TECO — *Amended 6/27/95*

12  
13 TECO offers a variety of vocational programs. All programs are based on Florida  
14 Department of Education frameworks and student performance standards. All programs have  
15 an advisory council that makes recommendations to the center's administration regarding the  
16 curriculum, facilities, equipment, etc. *Amended 7/2/96*  
17

#### 18 (1) — Adult Supplementary Vocational Education

19  
20 Programs will be offered to enable persons who are or have been employed in a  
21 specific occupation to upgrade their competencies, to maintain stability, and to  
22 advance in or re-enter the specific occupation in which the person was employed or is  
23 currently employed. Fee structure will be based on state or course requirements.  
24

#### 25 (2) — Adult Vocational Preparatory Program

26  
27 Programs providing instruction in competencies that are realistic in terms of actual or  
28 anticipated opportunities for employment which are suited to individual needs,  
29 interests and abilities to (1) prepare persons for effective entry level performance in  
30 skilled and technical level occupations; (2) enable persons who are or have been  
31 employed in an occupational field or as a homemaker to upgrade competencies to  
32 maintain stability, advance or re-enter employment.  
33

#### 34 (3) — Completion

35  
36 Completion is based on mastery of all competencies identified by the state curriculum  
37 frameworks and student performance standards. In addition, prior to program  
38 completion, students must meet minimum reading and mathematics achievement  
39 requirements determined by the Florida Department of Education.  
40

#### 41 (4) — Job Placement

42  
43 While no school can guarantee placement, TECO has a professional staff to assist  
44 currently enrolled students and graduates in securing employment related to the  
45 training provided. Follow-up studies are conducted annually to verify placement. In  
46 order to be in compliance with Florida Statutes, each vocational program must have  
47 70 percent of its graduates successfully placed.  
48

1 ~~D. Community High School Programs:~~

- 2  
3 (1) ~~Adult Literacy, Grade Levels 0-3.9, a program providing individualized basic~~  
4 ~~reading and writing skills;~~  
5  
6 (2) ~~ESOL (English for Speakers of Other Languages), Levels I-III;~~  
7  
8 (3) ~~Adult Basic Education, Grade Levels 4-8.9;~~  
9  
10 (4) ~~GED Preparation, Grade Levels 9-11.9 with preparation for GED testing in the five~~  
11 ~~areas of writing, social studies, science, literature and the arts, and mathematics.~~

12  
13 ~~The minimum age for testing is 18.~~

14  
15 ~~The State and National fee schedule is applied.~~

16  
17 ~~GED candidates are post-tested and, upon recommendation of the instructor,~~  
18 ~~scheduled for the GED examination.~~

19  
20 ~~Any student who is 16 or 17 years of age must meet with a counselor and a parent or~~  
21 ~~guardian to review the special petition process, complete the Special Exception~~  
22 ~~Petition (FC 370-0619), and review requirements such as mandatory attendance. —~~

23 ~~— *Amended 7/29/97*~~

24  
25 ~~All students are advised to complete the Test of Adult Basic Education (TABE) and~~  
26 ~~the Practice GED Test. Under the following extraordinary circumstances, students~~  
27 ~~may take the GED Test before reaching the age of 18: — *Amended 7/29/97*~~

28  
29 (a) ~~Court ordered;~~

30  
31 (b) ~~Economically disadvantaged (must meet federal income guidelines);~~

32  
33 (c) ~~Previously or currently enrolled in an Alternative Program;~~

34  
35 (d) ~~Pregnancy;~~

36  
37 (e) ~~Teen Parent;~~

38  
39 (f) ~~Medical, mental or physical condition interfering with regular school~~  
40 ~~attendance;~~

41  
42 (g) ~~Home School validation;~~

43  
44 (h) ~~Incarcerated; or~~

45  
46 (i) ~~Probationers Education Growth Program client.~~

47  
48 ~~E. Other Postsecondary Programs~~

1  
2 (1) ~~Adult High School Completion Program – Levels 9-12 – Revised 6/27/95~~

3  
4 Graduation requirements of 24 credits, which must include:

5  
6 4 ~~English (sequenced composition and literature)~~

7  
8 3 ~~Math~~

9  
10 1 ~~World History with AVC~~

11  
12 1 ~~American History~~

13  
14 1/2 ~~Economics~~

15  
16 1/2 ~~American Government~~

17  
18 3 ~~Science (1 Physical with lab, 1 Biological with lab, and 1 elective)~~

19  
20 1/2 ~~Personal Fitness~~

21  
22 1/2 ~~Life Management Skills~~

23  
24 1/2 ~~Practical Arts Fine Arts~~

25  
26 1/2 ~~Computer Literacy~~

27  
28 Credits, based on Carnegie units, earned in grades 9-12 in high school will be  
29 accepted. Remedial courses not to exceed two (2) credits may be counted in the  
30 Elective area. Credits will be awarded students who have attended at least 80% of the  
31 regularly scheduled classes and demonstrated mastery of the minimum student  
32 performance standards.

33 Anyone entering the Adult High School Completion Program must successfully  
34 complete two (2) credits even though they may transfer in all required credits.  
35 Excluded from the two-credit requirement are those students meeting requirements  
36 set forth in SBR 6A-5.

37  
38 The HSCT must be passed in order to receive an Adult High School Diploma.

39 ~~Amended 6/29/93~~

40  
41 (2) ~~Adult Special Diploma~~ ~~Adopted 7/2/96~~

42  
43 Any adult student who is twenty one (21) or older and classified as educable mentally  
44 handicapped, trainable mentally handicapped, profoundly mentally handicapped,  
45 hearing impaired, deaf, specific learning disabled, physically impaired, visually  
46 impaired, blind, autistic or emotionally handicapped may be awarded an adult special  
47 diploma if the following requirements are met:  
48

DRAFT PENDING BOARD APPROVAL

(a) Complete course requirements as outlined below:

Option 1

Language Arts \* Three (3) credits

Mathematics \* Three (3) credits

Social Studies \* Two (2) credits

Science \* One (1) credit

Life Management Skills One Half 1/2 credit

Employability Skills One Half 1/2 credit

Electives (vocational,  
practical arts, OJT, etc.) Twelve (12) credits

Note: Courses listed in Section 4 of the Florida Department of Education Course Code Directory for Exceptional Student Education Senior High and Adult which are identified as Comprehensive should be used to meet credit requirements for Adult Special Diploma in the areas of Language Arts, Mathematics, Social Studies and Science.

Option 2

Adult exceptional students who demonstrate mastery of specified employment and community competencies may graduate by meeting the following requirements:

1. The student shall satisfactorily complete the equivalent of eleven (11) credits, which must include two credits in Mathematics and two credits in Language Arts. *Amended 7/29/97*
2. The student shall satisfactorily demonstrate employment and community based competencies while employed full time or at least 25 hours per week in a community based job for a minimum of one semester (18 weeks), unless the student is placed in supported competitive employment. In this case, the student must be employed at least twenty (20) hours per week for the equivalent of one semester.
3. The student's Adult Individual Education Plan (AIEP) shall include annual goals and short term objectives related to employment and community competencies.
4. A training plan shall be developed and signed by the student, teacher and employer. The plan shall identify the job specific and related community competencies, the criteria for determining and certifying

## DRAFT PENDING BOARD APPROVAL

mastery of the competencies, the work schedule and the minimum number of hours to be worked per week, a description of the supervision to be provided by the school district staff, and any special considerations.

~~(b) Student must have a 2.0 GPA to be eligible for an Adult Special Diploma.  
Amended 7/29/97~~

~~(c) Student must meet adult attendance requirements as listed in the Postsecondary Code of Student Conduct.~~

~~(d) The ESE courses with "Comprehensive" in the title should be used to schedule adult students for classes to meet the Adult Special Diploma requirements in Language Arts, Mathematics, Science and Social Studies. These course code numbers may be repeated for multiple credits. The portion of each comprehensive course to be covered must be reflected in the student's AIEP and must be different for each credit. The comprehensive numbers allow flexibility to meet the individual needs of the students.~~

~~(3) Fee Based Courses Amended 7/29/97~~

~~Courses requested by the community for personal development or enjoyment, which require a fee based on state mandated instructional costs.~~

~~(4) Other Educational Activities Kindergarten Through Adult~~

~~Other educational activities will be offered at times most appropriate to meet the needs of the community.~~

~~(5) Calendar Amended 6/29/93 & 7/27/97~~

~~Postsecondary schools operate twelve (12) months per year based on a Board approved calendar.~~

### D. Dual Enrollment

A student may enroll in one or more classes at the college level or in an accredited career and technical education school while still attending high school. Credit may be earned toward graduation as stated below. *Authorization: Rule 6A-10.0241, FAC*

1. The request of a student to participate in this program must be in writing. The signature of the guidance director and the principal shall constitute approval. (For LEP students, see above). *Amended 6/27/00*

2. **Dual Enrollment -- Valencia Community College (VCC)**

The School Board of Osceola County and Valencia Community College shall co-sponsor appropriate college courses in high schools during the normal class hours when requested by the principal. Students enrolled in co-sponsored

## DRAFT PENDING BOARD APPROVAL

1 classes shall earn both high school credit from the Osceola County School  
2 Board and college credit from Valencia Community College if they meet at  
3 least the minimum requirements for satisfactory completion of such classes. In  
4 order to receive VCC credit in co-sponsored classes, high school students will  
5 be required to make application to VCC and complete the registration process.  
6

7 No fees shall be assessed for high school students enrolled in these co-  
8 sponsored courses. Students who enroll in co-sponsored classes shall have  
9 either:  
10

- 11 • completed the tenth grade with a high school grade point average of  
12 3.0 or above, *or Amended 7/23/91*
- 13 • be in an exceptional student education program with an individual  
14 education plan which indicates the ability for advanced studies (i.e.  
15 “gifted program”).  
16

- 17 3. Students seeking dual enrollment in mathematics, English, or technical  
18 education classes shall present evidence of successful completion of the  
19 relevant section of the entry level examination for placement given by the  
20 school, college, or university at which the student is seeking enrollment.  
21

### 22 **E. Early Admission for Advanced Studies**

23  
24 Students who meet the prerequisites of an early admission and advanced studies  
25 program may be permitted to enroll as a full-time post-secondary student during their  
26 senior year in high school. Such programs shall meet the following conditions:  
27

- 28 1. Approval of the program by the School Board shall be obtained before the end  
29 of the first month of the final year of high school or before the end of the first  
30 semester if entry is expected during the second semester of the final year of  
31 high school.  
32
- 33 2. The student shall be accepted by a state accredited post-secondary school or  
34 university after completion of three (3) full senior high school years, and a  
35 minimum of eighteen (18) credits is earned.  
36
- 37 3. The student shall maintain at least an overall “C” average.  
38
- 39 4. Any senior enrolled in college courses full-time may re-enter a high school  
40 within the district as a full-time student at the end of the high school semester.  
41
- 42 5. Any credit earned at the accredited post secondary level may be substituted  
43 for a required high school credit in the same discipline. Successful  
44 completion of a 3-hour college course will equal 1/2 high school credit.  
45  
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**F. College Course Credit**

Any passing grades received in courses from a college may be accepted toward requirements for graduation from Osceola County. Three (3) college semester hours shall be considered equivalent to one-half (1/2) high school credit.

**G. Credit from Correspondence**

Credit from Correspondence from a university will be acceptable so long as the course code number of the course taken corresponds to acceptable high school course code numbers. It shall be the responsibility of the student to provide verification of successful completion from the university to the high school.

**H. Community Service Credit**

To earn one-half elective credit for the completion of non-paid voluntary community or school service work, a student must:

- Complete a minimum of 75 hours of non-paid volunteer service with a non-profit organization in the Central Florida area.
- Document the volunteer hours on appropriate forms.
- Obtain signature from a non-family member of the non-profit organization.
- Receive special principal approval for volunteer activities conducted outside the Central Florida area.

**I. Course Substitutions** *Amended 6/29/93 & 6/15/99*

A course, which has been used to substitute in one subject area, may not be used to substitute for any other subject area.

1. Upon completion of the Junior Reserve Officers Training Corps (JROTC) program (Army, Air Force, Navy, Marine Corps, or Coast Guard) students may substitute on a curriculum equivalency basis one JROTC credit to satisfy a graduation requirement as outlined in the Florida Course Code Directory.
2. Florida Statute 236.081(1)(n) requires district school boards to provide for vocational program substitutions not to exceed two credits in each of the non-elective subject areas of English, mathematics, and science according to the guidelines listed in the Florida Course Code Directory. The vocational program that is substituted for a non-elective academic course will be funded at the level appropriate for the vocational program. Vocational course substitution will be allowed as provided in the Course Code Directory.
3. Participation in an interscholastic sport at the junior varsity or varsity level for two full seasons shall satisfy the one credit physical education requirement if the student makes a “C” or better on a competency test on personal fitness developed by the Florida Department of Education. This is a waiver of the course requirement only; the student must still earn 24 credits to graduate. Credit will not be awarded for participation in interscholastic sports.

1           **J.    Grade 8 Dual Enrollment for High School Credit**

2           Eighth (8) grade students may enroll in an approved course designated as a 9th - 12th  
3           grade course by the current course code directory, and will be classified as a high  
4           school student for the period of time involved. Students earning credit through such  
5           high school courses will be credited with meeting the requirements designated in the  
6           district Pupil Progression plan as required for promotion for the appropriate pre-ninth  
7           grade course(s). In order to receive high school credit, the student must earn a final  
8           grade of an “A” or “B”.           *Amended 7/29/97 & 6/27/00*

9  
10           **K.    Home Instruction**

11           Florida Statute 232.0201 permits parents to choose to place their children in a home  
12           instruction program in lieu of public school. The requirements of the law will be  
13           monitored through Student Services. *Revised 7/23/91, Amended 7/21/98, 6/27/00, &*  
14           *07/01/02*

15  
16           Florida Statute, section 232.0201 also states that it is the responsibility of the parent  
17           to provide a written evaluation of the home-schooled student’s progress. With respect  
18           to the awarding of high school credit, the Superintendent agrees to the following  
19           stipulations:                   *Revised 9/17/96, Amended 7/21/98*

20  
21           1.       The student must present to the school principal a listing of the specific  
22           courses for which credit is requested. Credits earned through institutions  
23           affiliated with the following accrediting agencies will be accepted at face  
24           value as long as those courses can be aligned with the Florida Course Code  
25           Directory:

- 26  
27                   •    The Southern Association of Colleges and Schools  
28                   •    The Middle States Association of Colleges and Schools  
29                   •    The New England Association of Colleges and Schools  
30                   •    The North Central Association of Colleges and Schools  
31                   •    The Northwest Association of Colleges and Schools  
32                   •    The Western Association of Colleges and Schools

33  
34                   Such affiliation must be validated through appropriate documentation, which  
35                   will remain on file in the Office of Student Services.

36  
37           2.       Credits earned from a non-accredited institution may be granted under the  
38           following conditions:           *Revised 7/21/98*

- 39  
40                   •    Courses can be aligned with the Florida Course Code Directory.  
41  
42                   •    Student must produce a portfolio for the course in which student is  
43                   requesting credit which has been reviewed by a Florida certified teacher in  
44                   that subject area.  
45  
46                   •    The student must pass a comprehensive subject level examination with a  
47                   minimum score of 70%.

**DRAFT PENDING BOARD APPROVAL**

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- ✓ In cases where there is no corresponding subject level examination, the student must pass an appropriate high school level final examination with a minimum score of 70%. The final examination must be prepared by a Florida certified teacher currently employed by the Osceola County School Board and teaching said course at the high school level.
- ✓ It will be the responsibility of the student’s parents or guardians to procure, schedule, and locate qualified teachers to conduct evaluations for home-schooled courses for which credit is requested.
- ✓ Examinations for the purpose of earning credit may be attempted two (2) times. Failure to pass an examination for a second time will require the student to enroll in his home-zoned school and to complete the course for which credit was requested.
- ✓ A student enrolling in an Osceola County high school from home education cannot transfer earned credits in excess of the number of credits that student could normally earn per year in the student’s home-zoned school.
- ✓ The School District of Osceola County is not authorized to provide regular high school diplomas to students who complete a high school course of study as a home education student. In order to earn a regular high school diploma from the District, the student must be enrolled as a full-time student for the entire semester prior to the expected date of graduation and have successfully completed all other graduation requirements as outlined in school Board policy.

3. Students who request credit according to the above stipulations shall be classified according to age/grade appropriate placement. Any courses requested for credit must align with the graduation requirements and be contained within the maximum number of credits allowable under the District adopted Pupil Progression Plan. *Adopted 9/17/96*

Home education students may participate in academic dual enrollment, career and technical education program, and early admission. Credit by examination is available through approved correspondence courses. The home education student is responsible for his/her instructional materials and transportation unless provided for otherwise. The enrollment shall be in accordance with the guidelines established by the Community Colleges and State Universities. *Adopted 7/2/96*

~~C. Co Enrollment *Amended 3/3/92*~~

~~A high school student who is at least sixteen (16) years of age may enroll in the Community High School Co-enrollment Program for English, mathematics, science, or social studies~~

~~credit (for LEP students, see Section I,M(2)). Permission to enroll in this program must be obtained in advance from the principal or designee. A Co-enrollment Contract (FC 370-311) must be completed, signed by the student, parent, guidance director, and principal. A Co-enrollment Registration Form (FC 370-1710) must be completed by all students. A maximum of 0.5 credits may be earned per semester. A maximum of three (3) credits may be earned in this program. Amended 6/27/95, 7/29/97, 7/21/98 & 6/27/00~~

~~Classes will be established according to enrollment standards set by Community High School.~~

**III. PROMOTION / GRADE CLASSIFICATION**

The purpose of the instructional program in the schools of Osceola County is to provide appropriate instructional and selected services to enable students to perform at or above their grade level academically. Promotion, however, is based primarily on pupil achievement and is not automatic.

Decisions regarding student promotion, and retention are primarily the responsibility of the individual school’s professional staff. The final decision in regard to grade placement is the responsibility of the principal.

Student promotion in the Osceola County schools is based upon an evaluation of each student’s achievement in terms of appropriate instructional goals. The determination should reflect teacher judgment based upon the following: successful progress in the county adopted curriculum, progress tests, classroom assignments, daily observation, standardized tests, and other objective data. The primary responsibility for determining each pupil’s level of performance and ability to function academically, socially, and emotionally at the next grade level is that of the classroom teacher, subject to review and approval of the principal.

**A. General Requirements – Grades 9-12**

A student, including an LEP student, will be placed in accordance with the number of credits earned by the beginning of the school year. *Amended 6/27/00*

1. A student must have earned 5 credits (6 credits, 4X4 schedule) ~~and have a 2.0 GPA~~ to be classified as a sophomore. *Amended 6/15/99, 6/27/00, & 07/01/02*
2. A student must have earned 11 credits (14 credits, 4X4 schedule) ~~and have a 2.0 GPA~~ to be classified as a junior. *Amended 6/15/99, 6/27/00, & 07/01/02*
3. A student must have earned 18 credits (22 credits, 4X4 schedule) ~~and have a 2.0 GPA~~ to be classified as a senior. *Amended 6/15/99, 6/27/00, & 07/01/02*
4. Students who transfer into Osceola County from public schools shall be classified according to their grade placement at the school from which they

## DRAFT PENDING BOARD APPROVAL

1 transfer. Thereafter they will follow classification as set up by Osceola  
2 County except for those students who transfer as seniors.

- 3  
4 5. In order to receive a diploma from an Osceola County high school, all  
5 students who attend school in Florida as ninth or tenth graders will be required  
6 to earn one half credit in Life Management Skills and beginning with the  
7 1999-2000 ninth grade class, one credit in physical education, which will  
8 include one-half credit in Personal Fitness.

9 *Amended 7/23/91, 7/21/98, & 6/19/01*

- 10  
11 6. All **transfer students** will be expected to attempt to earn a minimum of three  
12 (3) credits per semester in the year of their transfer; however, no requirement  
13 for specific course work will be retroactive except as stated above.

14  
15 The requirements of the School Board shall not be retroactive for transfer  
16 students provided the student has met all requirements of the school, school  
17 district, or state from which he/she is transferring (6A-1.095).  
18 *Adopted 6/30/92 & Amended 6/27/95*

19  
20 Students will be limited to the transfer of no more than four high school  
21 credits earned prior to entry into the ninth grade. Such credits must have been  
22 earned at the seventh and eighth grade levels and follow this Pupil Progression  
23 Plan. *Adopted 6/30/92; Amended 6/27/95 & 7/21/98*

24  
25 Work or credits from state or regionally accredited SACS/ CITA public or  
26 private schools or institutions shall be accepted at face value, subject to  
27 validation if deemed necessary. *Amended 07/01/02*

- 28  
29 7. Students may be promoted to the next grade at the end of the first semester of  
30 a school year provided they have earned the following number of credits ~~and~~  
31 ~~have maintained a 2.0 GPA:~~ *Adopted 7/23/91, Amended 6/15/99, 6/27/00, &*  
32 *07/01/02*

- 33  
34 • Sophomore - 8 credits (10 credits, 4X4 schedule)  
35  
36 • Junior - 14 credits (18 credits, 4X4 schedule)  
37  
38 • Senior - 21 credits (26 credits, 4X4 schedule)

- 39  
40 8. Seniors who have earned 24 credits (30 credits, 4X4 schedule) by the end of  
41 the first semester in a given school year may pursue one of the following  
42 options: *Adopted 7/23/91*

- 43  
44 • Graduate at the end of the first semester. (Students will receive their  
45 diplomas and be permitted to participate in graduation ceremonies at the  
46 end of the second semester.)  
47

- Participate in the dual enrollment program at Valencia Community College or at Technical Education Center Osceola (TECO), if they qualify.  
*Amended 6/27/00*

- Remain at the high school to pursue advanced academic studies and/or a career and technical education program.

**B. Student Performance Levels for Reading, Writing, and Mathematics**

Florida Statute 232.245 requires that the district define specific levels of performance in reading, writing, and mathematics for each grade level except kindergarten. These levels of performance will be used to identify students who must receive remediation and may be retained.

In compliance with School Board’s Objective (Improve accepted measures of success annually) and Florida Statute 232.245, students will be identified as performing at one of three levels which indicates a student’s achievement:

- above grade level,
- at grade level, or
- below grade level.

Performance levels are determined by various indicators that will include, but are not limited to, multiple measures using appropriate grade-level assessments as well as teacher judgment. *Amended 07/01/02*

**1. Required Program of Study – Grades 9-12**

Grades 9-12 promotion should be based on standardized test results, daily assignments, teacher observation, teacher made tests, satisfactory attainment of the student performance standards in the curriculum frameworks and other objective information. If the achievement level is not met, the teacher shall utilize deficiency/progress reports to communicate with the parent during the grading period. Notices to parent/guardian of LEP students must be provided in the primary language, whenever feasible. *Amended 07/01/02*

**2. Teacher Judgment**

The teacher must provide compelling, verifiable evidence when student performance on appropriate grade-level assessments is not believed to be indicative of daily classroom performance.

**Teacher judgment factors may include, but are not limited to:**

- previous retentions,
- level of text at which student is successful,
- observations,
- checklists,
- student portfolios, or
- current grades/marks.

*Amended 07/01/02*

1                    **3. Possible Grade-Level Assessments**

- 2                        ▪ District-adopted program assessments
- 3                        ▪ SAT-9
- 4                        ▪ FCAT-SSS Reading
- 5                        ▪ FCAT-SSS Mathematics
- 6                        ▪ FCAT-NRT Reading
- 7                        ▪ FCAT-NRT Mathematics
- 8                        ▪ FCAT Writing
- 9                        ▪ FCAT Science (upon completion by the State) *Amended 07/01/02*

10                    **Promotion of ESE Students**

11                    Students enrolled in exceptional student programs shall be promoted on the basis of

12                    the acquisition of skills in accordance with the student’s Individual Education Plan

13                    and the mastery of Revised Performance Standards for each exceptionality. The

14                    exceptional education teacher will use the Revised Performance Standards for the

15                    assigned exceptionality to document the progress of the student. Documentation of

16                    standards must start when the student is initially placed into an exceptional student

17                    education program. *Amended 6/28/94, 6/27/95, & 7/21/98*

18

19

20                    **C. STUDENT PERFORMANCE LEVEL CHART**

21                    *Amended 07/01/02*

22

23                    See following page.

24

**READING, WRITING AND MATHEMATICS END-OF-YEAR DECISION MAKING  
REMEDIATION CRITERIA**

**Grades Nine, Ten, Eleven, and Twelve**

<i>Classroom Performance</i>	Factors to Consider when Decision Making					Decisions for Next Year
	<i>Student Performance Level</i>	<i>FCAT-SSS Reading &amp; Math</i>	<i>FCAT-NRT Reading &amp; Math</i>	<i>FCAT Writing</i>	<i>Did the student have an AIP this year?</i>	<i>Remediation Required Next Year?</i>
Teacher Judgement						
Reading series daily performance and assessment results	Above Grade Level	Level 4 or 5	Stanine 7, 8, or 9	6.0, 5.0, 5.5	No	No
Math series daily performance and assessment results	At Grade Level	Level 3	Stanine 4, 5, or 6	4.0, 4.5, 3.0, 3.5	No	No
LEP Students -- English Language Development	Below Grade Level	Level 2	Stanine 3	2, 2.5	Yes	Requires a new AIP
ESE-IEP performance goals and assessments	Minimally (up to 6 months)				No	Write an AIP or closely monitor
Parent conference and consultation	Below Grade Level	Level 1	Stanine 2	1, 1.5	Yes	Requires a new AIP
Principal Recommendation	Considerably (6 months to a year)				No	Must have an AIP
	Below Grade Level	Level 1	Stanine 1	0	Yes	Requires a new AIP
	Substantially (more than a year)				No	Must have an AIP

EFFECTIVE 07-01-01

HS PPP -- 43 of 76

1           **D.    Promotion to a Higher Grade Level**

2  
3           The assignment of a student to a higher grade which results in the student’s  
4           accelerated promotion should be made on the basis of exceptionally high achievement  
5           or evidence that the student will benefit more from the instructional program at the  
6           advanced grade level. The Superintendent should authorize the assignment.

7  
8           The assignment will occur at the end of a grading period agreed upon by both the  
9           sending and receiving principal and the Director of Exceptional Student Education, if  
10          an exceptional student is involved. If an LEP student is involved, the LEP committee  
11          shall meet to document the student LEP plan change.

12  
13          After agreement has been reached regarding an exceptional student, an Individual  
14          Education Plan meeting must be held prior to placement in the new assignment. The  
15          long-range academic, social, and emotional effect of the decision shall be considered.

16  
17          The principal has the responsibility for making such an assignment, but a student will  
18          not be accelerated without parental consent.                    *Amended 6/30/91 & 6/27/00*

19  
20          The student’s cumulative record, report card, and permanent record must indicate,  
21          “accelerated grade placement” and the name of the principal who made the  
22          placement.    *Amended 6/15/99*

23  
24          Parents shall be notified in writing that their child is receiving an accelerated grade  
25          placement to the next higher grade. A copy of this notification shall be placed in the  
26          cumulative folder. Notices to parent/guardian of LEP students must be provided in  
27          the primary language, whenever feasible.                        *Amended 6/27/00*

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29           **E.    Academic Improvement Plan (AIP) Process**

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31           As required by Florida Statute 232.245(3), schools must provide a School District of  
32           Osceola County Academic Improvement Plan (AIP) for students who do not meet  
33           district-set levels of proficiency in reading, writing, and/or mathematics. (Science will  
34           be added upon completion by the State.)                    Amended 07/01/02

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36           Principals are to establish procedures by which parents are notified when it has been  
37           determined that their child needs improvement at the grade or course in which he or  
38           she has been placed. In cooperation with the parents, an Academic Improvement  
39           Plan will be written which may include, but is not limited to, an extension of the  
40           school year, a special class within the regular school, and/or a remedial program  
41           within or outside the school day including Saturday School (for LEP students, see  
42           Section I, M-(3) below). *Amended 7/21/98, 6/27/00, & 07/01/02*

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44           Each Academic Improvement Plan must outline an intensive remedial program in the  
45           area(s) of weakness designed to assist the student in meeting state and/or district  
46           expectations for proficiency.    Amended 07/01/02

## DRAFT PENDING BOARD APPROVAL

1 Students in elementary and middle schools, who have diagnosed deficiencies in  
2 reading, writing, and/ or mathematics or high school students who are being assigned  
3 to level 1 courses in high school must have an Academic Improvement Plan (for LEP  
4 students, see I, M (3)). The Academic Improvement Plan should:

- 5 (1) — Clearly identify the specific needs to be remediated,  
6 (2) — Clearly identify the success-based intervention strategies to be used, and  
7 (3) — Clearly identify the monitoring and reevaluation activities to be employed.  
8 (4) — Be placed in the student's permanent record at the close of each year or at the  
9 time of withdrawal. (Beginning with the academic year 2000-2001).

### **The Academic Improvement Plan must clearly identify the:**

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12 1. specific needs to be remediated,  
13 2. success-based intervention strategies to be used, and  
14 3. monitoring and reevaluation activities to be employed.  
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### **1. Steps for Implementing the AIP** *Amended 07/01/02*

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17 Each student who does **not** meet the levels of performance as determined by  
18 the district **must** be provided with additional diagnostic assessments to  
19 determine the nature of the student's difficulty and areas of academic need.  
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- Data from the additional assessments are to be used to formulate the student's AIP.
  - Diagnosis and remediation will occur as soon as possible after a student has been identified as deficient in reading, writing, mathematics, and/or science (upon completion of science proficiency levels by the State).
  - If the student identification occurs during the fourth marking period, the diagnosis will be made at the beginning of the following school year with remediation immediately following.

### **Diagnostic assessments may include, but are not limited to:**

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- teacher assessment
  - text/placement tests
  - diagnostic software
  - Stanford Diagnostic

37 Students in grades 9-12 whose performance in reading, writing, and/or  
38 mathematics requires remediation **must** have an AIP or comparable individual  
39 academic plan.

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- Students whose performance is minimally below grade level may need an AIP.
  - AIP's are required for Grades 9-12 students who are performing below grade level.

45 An existing AIP is to be **closed** at the conclusion of the school year.

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- At that time, the teacher(s) of the student who had an AIP is to make recommendations regarding the student's educational program for the following year.

- The AIP should be placed in the student's permanent record at the close of each year or at the time of student withdrawal.

If a student is to continue remediation during the following year, he or she is to receive a new AIP.

- The new AIP is to be developed through the collaboration of the receiving teacher(s) and the parent(s)/guardian(s) and approved by the principal.
- Recommendations of the sending teacher(s) are to be reviewed as part of the AIP progress.

## 2. LEP Students – Academic Improvement Plan Process

Limited English Proficient students who are unable to demonstrate mastery in academic subject areas as described in the Pupil Progression Plan will be referred to an Academic Improvement Plan/LEP committee. This committee will develop an academic improvement plan for the student in accordance with the following guidelines and procedures: *Adopted 6/27/00*

- The reason for the academic under-performance of an LEP student must **not** imply that he/she needs an extra year to learn English or that it is due to the student's lack of English proficiency.
- Establish lack of academic progress in reading, writing and mathematics using a composite of indicators that includes, but is not limited to: grade level checklist, pre-tests and post-tests, alternative assessment results, previous academic records, diagnostic assessment in the home language, and any other appropriate indicator of academic progress.
- The first AIP/LEP committee meeting develops an academic improvement plan that includes a list of intensive remedial instructional strategies designed to assist the LEP student (NOTE: ESOL modifications are not considered remedial strategies).
- The second AIP committee meeting, with ESOL representation, is held within 18 weeks to review the effectiveness of the remedial strategies. If the LEP student does not make satisfactory progress, the curriculum may be suspended and intense remedial instruction in reading and/or mathematics is provided based on the student's deficiencies.
- If the LEP student still has not made satisfactory progress after implementing the academic improvement plan for at least 27 weeks, the LEP committee may recommend retention unless conditions exist such that retention would be more adverse for the student than promotion.
- The LEP Committee may exempt LEP students from the retention provision. The LEP student may be recommended for promotion based on at least three (3) good cause considerations such as educational background, academic ability in home/native language, number of years in

the U.S., current academic progress corresponding to the language arts through ESOL manual, acculturation to new culture, home support, age appropriateness, and mobility.

**3. Gifted Students** *Amended 07/01/02*

For a gifted student who is performing below grade level, it is not appropriate to develop an AIP. Modifications and/or interventions are to be addressed through the Gifted Educational Plan (GEP) process.

**4. Students with Disabilities – Academic Improvement Plan Process** *Amended 07/01/02*

**a. 504 Students**

An AIP is to be written for a 504 student who is performing below grade level in reading, writing, or mathematics. However, if poor performance is caused by his or her disability, the AIP should be developed with the involvement of the parent(s)/guardian(s) and referred to in the 504 Plan.

**b. ESE Students – Academic Improvement Plan Process**

*34 Code of Federal Regulations Section 300.347*

(a) *The IEP for each child with a disability must include:*

(1) *A statement of measurable annual goals, including benchmarks or short-term objectives, related to—*

(2)(I) *Meeting the child’s needs that result from the disability to enable the child to be involved in and progress in the general curriculum.*

When an ESE student is determined to be performing below grade level in reading, writing, or mathematics, the IEP Committee must be convened to revisit the IEP. The goals and objectives on the student’s IEP **must** address **all** of the student’s educational deficiencies, including the student’s below-grade-level performance. The deficiencies must be addressed by developing specific goals and objectives that directly correlate to **all** areas of deficiency.

In addition, the IEP Committee must consider developing an AIP to also address the student’s educational needs in reading, writing, and/or mathematics. The AIP should also be developed with the involvement of the parent(s)/guardian(s).

**F. Remediation and Retention**

*Amended 7/21/98, 6/15/99, 6/27/00, & 6/19/01*

- **No student may be assigned to a grade level based solely on age or other factors that constitute social promotion.** *Adopted 6/19/01*
- **Retention decisions will not be made on a single test score.** *Adopted 6/19/01*

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- Students in grades 9-12 who are identified as being considerably or substantially below grade level in reading, writing, mathematics, and/or science (once science proficiency levels are set by the State) **must** receive remediation and **may** be retained. However, students whose test scores and classroom performance indicate that they are almost at grade level may be promoted with close monitoring or promoted with an AIP.
- The following options are available for students who have not met the levels of performance for pupil progression:
  - remediate before the beginning of the next school year and promote,
  - promote and remediate during the following year with more intensive intervention and remediation strategies identified in the revised Academic Improvement Plan,
  - retain and remediate using an alternative program of instructional delivery.
- Students who are retained must receive remediation as addressed in an academic improvement plan and may be recommended for evaluation by appropriate specialists, e.g., psychologist, reading specialist, and other personnel, if such a referral would benefit the students. *Amended 7/21/98 & 6/15/99*
- An appropriate placement, which differs from the present placement, must be considered for a student who has been retained two or more years.
- Students classified as retained after the summer programs will be eligible for such appropriate placement. Recommendation for placement is to be determined on an individual basis considering:
  - Teacher recommendations
  - Parent recommendations
  - Test scores -- FCAT-SSS, FCAT-NRT, SAT-9
  - Child study assessment
  - LEP committee recommendation for LEP students.
- The principal, upon written authority from the Superintendent, may administratively place a student who has been previously retained if the principal determines that standards have been met, and the student will be able to benefit from instruction at the higher grade. If the placement involves a new school, the assignment will occur at the time agreed upon by both the sending and receiving principal. *Amended 6/15/99*
- Eighth grade students who are placed in the ninth grade will be enrolled in a mandatory remediation program.
- Eighth grade students promoted to the ninth grade may take courses during the regular summer school for acceleration.

**G. Attendance for Credit, Grades 9-12**

*Amended 6/30/92, 7/21/98, 6/15/99, 6/27/00, &07/01/02*

- In order to receive full semester credit, a student must be enrolled in any school a minimum of forty-five school days.
- Students who enroll in school or class late shall be allowed to make up the class work.
- Students, to include LEP students, who would otherwise receive a passing grade, but who have accumulated absences of more than ten (10) single periods of instruction or five (5) block periods of instruction (1 block unit equals 2 single periods) per semester will not receive credit for the course except as follows:
  - Attain a passing score (~~70~~ 60% or better) on a comprehensive subject level examination to be given within ten (10) teacher workdays of the end of the semester in which the student was enrolled in the class.
- Students, to include LEP students, who have accumulated more than two (2) days of absences per semester during **summer school**, will not receive credit.  
*Adopted 6/27/00*
- Students in the **summer Jump Start program** who have accumulated more than 2 days of absences for the summer session will not receive credit.  
*Adopted 6/19/01*
- Students, to include LEP students, with excessive absences who fail the comprehensive examination but would receive a passing grade for the semester, may appeal the loss of credit. A district committee will consider the appeal based on documented, conditions. *Amended 6/27/00*
- School activities shall not be counted as absences. Assigned work shall be turned in on the date indicated by the teacher.

**Grading of Make-up Work**

Students whose absences have been approved as "excused" or "permitted", and who complete the make-up assignments as required by school policy, shall receive grades for the periods of such absences in the same manner as if not absent from school. Each school shall establish procedures to ensure good attendance in each grading period.

*Authorization: FS 230.22; Implementation: FS 232.02 and Chapter 75-130, Laws of Florida; 232.06, 232.08, 232.10, 232.26, 230.23(4)(a), 230.232, 230.23(4)(d), 232.23, 231.085, 231.09(7), 232.021, 236.013(3), 232.17, FS and SBR 6A-1.451*

H. Retention – Special Program Considerations

1. LEP Students

Revised 6/27/00

- An LEP student may be retained when there is lack of academic progress in grade level concepts.
- The LEP committee shall meet to document the evidence indicating lack of academic progress and to recommend retention. The parent/guardian shall be invited to attend.
- The teacher(s) must show extensive documentation of the ESOL strategies used to provide the student with understandable instruction.
- The reason for retention **must not imply** the student needs an extra year to learn English or that the under-performance is due to the child’s limited English proficiency.

2. Students with Disabilities

*Amended 07/01/02*

a. 504 Students

A student with a 504 Plan must meet the district levels of performance. Parent(s)/guardian(s) must be notified if the student is being considered for retention. A 504 Reevaluation committee must determine if the reason(s) for retention is/are caused by the disability of record on the active Section 504 Plan. If the team determines that the below-grade-level performance is caused by the disability, the student’s placement must be re-evaluated. The re-evaluation must include a review of the student’s records, intellectual and academic abilities, and other pertinent information provided by the student’s teacher.

If the team determines that the below-grade-level performance is not caused by the disability, the student is treated in the same manner as that for a general education student.

b. ESE Students

A student enrolled in ESE **must** meet the district performance levels **unless** their IEP includes documentation that the student is unable to meet the levels of performance, such as:

- the student’s demonstrated cognitive ability and behavior prevent the student from completing required classwork and achieving the *Sunshine State Standards* even with appropriate and allowable classwork modifications.
- the student is unable to apply or use academic skills at a minimal competency level in the home or community.

## DRAFT PENDING BOARD APPROVAL

1 A student enrolled in the ESE program(s) is considered to have met  
2 promotion requirements when they have achieved the appropriate  
3 instructional goals of the curriculum specified on their IEP. The  
4 primary responsibility for determining each student's level of  
5 performance is that of the special program teacher and the general  
6 education teacher.

7  
8 Below are some of the factors that the IEP team may consider:

- 9     ▪ previous retention history,
- 10    ▪ current goals and objectives on the student's IEP,
- 11    ▪ social/emotional behavior,
- 12    ▪ attendance,
- 13    ▪ placement and a possible change in the current placement,
- 14    ▪ grades,
- 15    ▪ current accommodations/modifications/services.

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17 Students who do not meet promotion requirements may be administratively  
18 placed in the next grade level by the principal. When a student is being  
19 considered for administrative placement which involves attendance at another  
20 school (for example, from middle to high school) such placement shall be  
21 made only at the beginning of the school year. Exceptions to this rule may be  
22 made if the sending and receiving principals agree that an administrative  
23 placement during the school year is in the best interest of the student and  
24 when approved by the Superintendent.

25  
26 Retention of exceptional students shall be limited to one year in the high  
27 school grades unless otherwise determined by a Quality Individual Education  
28 Planning (IEP) team. *Amended 7/21/98*

### 30 **I. Remediation Programs**

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32 Students who do not successfully master all of the materials necessary for promotion  
33 will be provided an Academic Improvement Plan. *Amended 7/21/98, 6/15/99, &*  
34 *6/27/00*

#### 36 **1. Program Description** *Amended 07/01/02*

37 Remediation must be based on the results of diagnostic assessment(s) and it  
38 must be systematically embedded in the total educational program for the  
39 student. The daily instruction for the student will be modified based on both  
40 the diagnosis and the contents of the AIP or other educational plan(s) (e.g.,  
41 IEP, LEP Plan). Remediation must include an instructional program that is  
42 not identical to that provided during the previous school year.

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44 The AIP must include one or more of the following instructional intervention  
45 strategies:

- 46     ▪ tutoring
- 47     ▪ classroom organization



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*(3) Each student must participate in the statewide assessment tests required by s. 229.57. Each student who does not meet specific levels of performance as determined by the district school board in reading, writing, science, and mathematics for each grade level, or who does not meet specific levels of performance, determined by the Commissioner of Education, on statewide assessments at selected grade levels, must be provided with additional diagnostic assessments to determine the nature of the student's difficulty and areas of academic need. The school in which the student is enrolled must develop, in consultation with the student's parent or legal guardian, and must implement an academic improvement plan designed to assist the student in meeting state and district expectations for proficiency. Each plan must include the provision of intensive remedial instruction in the areas of weakness. Remedial instruction provided during high school may not be in lieu of English and mathematics credits required for graduation. Upon subsequent evaluation, if the documented deficiency has not been corrected in accordance with the academic improvement plan, the student may be retained. Each student who does not meet the minimum performance expectations defined by the Commissioner of Education for the statewide assessment tests in reading, writing, science, and mathematics must continue remedial or supplemental instruction until the expectations are met or the student graduates from high school or is not subject to compulsory school attendance.*

*(4) Any student who exhibits substantial deficiency in reading skills, based on locally determined assessments conducted before the end of grade 1 or 2, or based on teacher recommendation, must be given intensive reading instruction immediately following the identification of the reading deficiency. The student's reading proficiency must be reassessed by locally determined assessment or based on teacher recommendation at the beginning of the grade following the intensive reading instruction, and the student must continue to be given intensive reading instruction until the reading deficiency is remedied. If the student's reading deficiency, as determined by the locally determined assessment at grades 1 and 2, or by the statewide assessment at grade 3, is not remedied by the end of grade 4, and if the student scores below the specific level of performance on the statewide assessment test in reading, the student must be retained. The local school board may exempt a student from mandatory retention for good cause.*

*(5) Each district must annually report to the parent or legal guardian of each student the progress of the student towards achieving state and district expectations for proficiency in reading, writing, science, and mathematics. The district must report to the parent or legal guardian the student's results on each statewide assessment test. The evaluation of each student's progress must be based upon the student's classroom work, observations, tests, district and state assessments, and other relevant information. Progress reporting must be provided to the parent or legal guardian in writing in a format adopted by the district school board.*

*(6) The Commissioner of Education shall adopt rules pursuant to ss. 120.536(1) and 120.54 for the administration of this section.*

*(7) The Department of Education shall provide technical assistance as needed to aid school districts in administering this section.*

**J. Summer School**

High school students may attend summer school for grade forgiveness, remediation, and when provided accelerated credit. *Amended 6/27/00*

Beginning with the 1999-2000 school year, incoming ninth grade students who fail to master needed skills in the summer school program will continue in the program during the fall semester. *Adopted 6/27/00*

**1. LEP Students**

All categories of Limited English Proficient (LEP) students in grades K-5 , including Limited English Proficient (LEP) students are eligible to attend Summer School for either academic or language maintenance needs, provided

the services are rendered at the school. The following requirements must be met:

- The need for summer school attendance must be documented in the student’s individual LEP Plan.
- The specific academic or language maintenance needs of the student must be listed in the student’s individual LEP Plan.
- The student’s LEP Plan will serve as the summer school LEP Plan.

**2. ESE Students**

The determination of Extended School Year (ESY) services is a decision of the Individual Educational Planning team and should be provided for the student if the skills learned during the school year will significantly jeopardized through regression without them. *Adopted 6/27/00*

**3. Home Education Students**

Home education students may participate in summer school if it is available and if they meet the same eligibility requirements as established for all regularly attending students.

Students who expect to earn Summer School credit in a home education program must register with the Superintendent by the end of the first grading period (second week) of summer school.

**IV. GRADUATION REQUIREMENTS** *Amended 6/30/92 & 7/29/97*

To graduate from high school a student must meet all the requirements of this plan, demonstrate mastery of the Student Performance Standards (FS 229.565), and meet all requirements established by the Florida Department of Education and the School Board of Osceola County.

**A. Course Credit Requirements**

NOTE: Enhanced credit requirements are in place for those students who attend high schools in which the 4-year (not including summer school) credit earning potential is greater. Guidelines are available at individual high schools.

*Adopted 6/15/99, Amended 6/19/01*

The courses listed below shall include the requirements of Florida Statutes 233.061 and 232.246. (For LEP students, see ~~Section I, M-(2, 3)~~ above.) *Amended 07/01/02*

**DRAFT PENDING BOARD APPROVAL**

The **24 credits** shall be distributed as follows: *Amended 6/27/00*

- **Language Arts** Four (4) credits
- **Mathematics** Three (3) credits *Amended 8/6/96*
  - Algebra 1 or Equivalent or a higher level mathematics course [Effective for incoming 9<sup>th</sup> graders 1996-97 and thereafter]
- **Science** Three (3) credits
  - Two of which must include laboratory components
- **Social Studies** Three (3) credits
  - World History (1)
  - American History (1)
  - American Govt. (1/2)
  - Economics (1/2)
- **Physical Education** One (1) credit
  - Must include one-half (1/2) credit of Personal Fitness, effective for incoming 9<sup>th</sup> graders 1999-2000 and thereafter. *Amended 7/21/98 & 1/16/01*

*Shall be deemed 9<sup>th</sup> and 10<sup>th</sup> grade courses.*

Participation in an interscholastic sport, at the junior varsity, or varsity level for two full seasons, shall satisfy the one credit requirement for Physical Education if the student passes a competency test on personal fitness with a score of “C” or better; however, participation may not be used to satisfy the credit requirement. Students must still satisfy the 24-credit requirement for graduation but will not be required to meet the one (1) credit requirement in physical education. The Physical Education credit cannot be required of ninth grade students. *Adopted 7/29/97, Amended 7/21/98*

Students who are members of the marching band may substitute ½ credit in physical education with credit for participation in the marching band. *Amended 7/01/02*

- **Life Management Skills/ Health** One-half (1/2) credit

*Shall be deemed 9<sup>th</sup> and 10<sup>th</sup> grade courses.*

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- **Practical Arts/ Performing Fine Art** One (1) credit

In order to meet this requirement, students may earn:

- One (1) credit in Practical Arts/ Career and Technical Education, OR
- One (1) credit in Performing Fine Arts, OR
- One-half (1/2) credit each in Practical Arts/ Career and Technical Education and Performing Fine Arts

Practical arts may be fulfilled by any secondary or eligible postsecondary course in the Vocational Section of the Florida Course Code Directory or by substituting one of the basic Computer Education Courses or Journalism II, III or IV on a curriculum equivalency basis.

No more than one (1) credit in Exploratory Technical courses may be used for credit toward high school graduation.

- **Electives:** Eight and one-half (8 1/2) credits  
*Amended 7/21/98 & 6/27/00*

**B. Cumulative Grade Point Average (GPA) Requirements**

1. All students must maintain a **cumulative grade point average of 2.0 on a 4.0 scale** as required by Florida Statutes 232.246(1). Parents of students who have cumulative grade point averages less than 0.5 above the required graduation level shall be notified that the student is at risk of not meeting the graduation requirements. This notification shall be in the form provided in the District approved reporting procedures. *Adopted 7/29/97, Amended 6/19/01*
2. Beginning with the 1996-97 school year, incoming 9<sup>th</sup> grade students will be required a grade point average of 2.0 on a 4.0 scale for the twenty-four (24) credits used to meet the state graduation requirements. *Amended 8/6/96*
3. For those students at each grade level in grades 9 through 12 who have attained a cumulative grade point average at or below the minimum required for graduation, the following options will be made available. The programs offered include provisions for assisting students at or below the required cumulative grade point average to achieve the required cumulative grade point average ~~for promotion or~~ for graduation. *Adopted 7/29/97, Amended 6/27/00, 6/19/01, & 07/01/02*
  - Students who have completed more than 8 and 1/2 elective credits (9 for students entering prior to 1998-99) may choose to have the lowest elective grades of those courses in excess of the 24 credits required for graduation dropped before the computation of their final GPA. *Adopted 7/29/97, Amended 6/27/00 & 6/19/01*

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- **Grade Forgiveness Policy**  
Students entering ninth (9th) grade prior to 2000-2001 who earn any grade other than an “A” may retake the course to improve their skills, grade, and GPA. Students entering ninth (9th) grade in 2000-2001 and thereafter who earn grade of “D” or “F” may retake the course to improve their skills, grade, and GPA. The “D” or “F” grade may be replaced with a grade of “C” or higher. The highest grade earned will be used to calculate the cumulative grade point average. Credit toward graduation can only be awarded once. *Adopted 7/29/97 & 1/16/01*
- Students who have not attained the required grade point average are eligible to attend summer school in an attempt to raise the cumulative grade point average. *Adopted 7/29/97*
- A student may not enroll in Level I courses unless the assessment of the student indicates that a more rigorous course of study would be inappropriate, in which case, a written assessment of the need must be included in the student’s individual education plan or in a student performance plan signed by the principal, the guidance counselor, and the parent. *Adopted 7/29/97*

**C. Florida Comprehensive Assessment Test (FCAT) Requirement**

Students entering the ninth grade in 1999-2000 must pass the Florida Comprehensive Assessment Test. Students who were ninth (9th) graders prior to 1999-2000 must either pass the High School Competency Test (HSCT) or achieve a passing score on the Florida Comprehensive Assessment Test, which exempts the student from the High School Competency Test. *Amended 6/15/99 & 6/27/00*

**D. Student Standards for Participation in Extracurricular Student Activities** *Revised 6/29/93*

Extracurricular activities are a vital part of the total school program. Such activities include any after-school faculty-sponsored group such as athletic teams, music groups, and special-interest organizations. *Amended 6/27/00*

1. In general for a high school student to participate in extracurricular activities, the student must maintain a 2.0 grade point average (on a 4.0 scale).
2. In order for a high school student to participate in extracurricular activities during the first grading period of the regular school year, (s)he must meet all requirements of the Florida High School Activities Association (FHSAA), including the earning of five (5) credits the preceding school year and have an overall 2.0 grade point average (on a 4.0 scale) for the preceding school year.

## DRAFT PENDING BOARD APPROVAL

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- Grades earned in summer school (a maximum of one full credit as per FHSAA guidelines) will affect the grade point average requirement for eligibility for the first grading period of the next school year.
- Credits (a maximum of one full credit) earned in summer school will be utilized in determining FHSAA eligibility for the first grading period of the next school year.
- Incoming, first time ninth graders do not have a "preceding school year" requirement.

3. In order for a high school student to be eligible to participate in extracurricular activities during the second, third, and/or fourth grading periods, the student must maintain a 2.0 grade point average on a 4.0 scale, for the grading period immediately preceding participation. *Amended 6/27/00*

4. **Academic Performance Contract**

If the student's cumulative grade point average falls below 2.0 or its equivalent in the courses required by statute for graduation after July 1, 1997, the student may execute and fulfill the requirements of an academic performance contract between the student, the school district, the appropriate governing association, and the student's parents or guardians. *Adopted 6/27/00*

For students who entered the 9th grade prior to the 1997-98 school year, if the student's grade point average falls below 2.0 or its equivalent in the courses required by statute for graduation after July 1, 1997, the student may execute and fulfill such a contract. At a minimum, the contract must require that the student attend summer school or its graded equivalent between grades 9 and 10 or grades 10 and 11, as necessary. *Adopted 6/27/00*

5. **Home Education Students**

An individual home instruction student is eligible to participate at the public school to which the student would be assigned according to district school attendance area policies or which the student could choose to attend pursuant to district or inter-district controlled open enrollment provisions. Such a student may also develop an agreement to participate at a nonpublic school provided the following conditions are met: *Adopted 6/27/00 Revised 6/17/01*

- The home education student must meet the requirements of the home education program pursuant to Florida Statute 232.0201.
- During the period of participation at school, the home instruction student must demonstrate educational progress as required in all subjects taken in home instruction by a method of evaluation agreed on by the parent or guardian and the principal.
- The home education student must meet the same residency requirements as other students in the school at which he or she participates

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- The home education student must meet the same standards of acceptance, behavior and performance as required of other students in extracurricular activities.
- The student must register with the school his or her intent to participate in interscholastic extracurricular activities as a representative of the school before the beginning date of the season for the activity in which he or she wishes to participate. A home instruction student must be able to participate in curricular activities if that is a requirement for the extracurricular activity.
- A home education student who transfers from a home education program during the first grading period of the school year is academically eligible to participate in interscholastic extracurricular activities during the first grading period provided the student has a successful evaluation from the previous school year.
- The student shall also be progressing satisfactorily toward graduation as provided in the Pupil Progression Plan for Osceola County.
- The principal or his designee may suspend a student from participation in an activity for Level II - Level IV offenses as outlined in the Osceola County School District Code of Student Conduct.
- Those students unable to meet the criteria because of extenuating circumstances may appeal to the school activities committee, a standing committee whose membership shall include, but not be limited to, representatives from extracurricular sponsors, classroom teachers, the guidance department, administration, exceptional student education, and the school advisory committee.

*Authorization: FS 230.22, Implementation: 230.23 (14)*

**E. Graduation Requirements for ESE Students**

SBR 6A-6.0312 provides that modifications to basic and vocational courses are allowable for all exceptional students to meet the requirements for a regular or special diploma as follows (for potential LEP students, see above):

*Amended 6/27/00*

**1. Modifications to Basic Courses**

Modifications to basic courses shall not include modifications to the curriculum frameworks or student performance standards. When modifying vocational courses, the particular outcomes and student performance standards which a student must master to earn credit must be specified on the student's Individual Education Plan. *Amended 7/21/98*

Modifications may include any of the following:

- The instructional time may be increased or decreased.
- Instructional methodology may be varied.
- Special communications systems may be used by the teacher or student.
- Classroom and district test administration procedures and other evaluation procedures may be modified to accommodate the student's handicap.

**2. Regular Diploma**

• Requirements

To meet the requirements for a regular high school diploma, an exceptional student shall take academic courses in the mainstream in accordance with the student's Individual Education Plan. Students who are classified as Deaf or Hard of Hearing, or Emotionally Handicapped may complete any basic or vocational course applicable to a regular diploma if the course is taught by the exceptional student teacher and if the course content, standards, and student outcome and other requirements are equivalent to that of the regular education course. Exceptional students may have regular academic course modifications as outlined above. *Amended 7/23/91, 7/21/98 & 6/27/00*

Any students classified as Educable Mentally Handicapped, Trainable Mentally Handicapped, Profoundly Mentally Handicapped, Deaf or Hard of Hearing, Specific Learning Disabled, Physically Impaired, Visually Impaired, Autistic or Emotionally Handicapped may be awarded a regular diploma if they meet the requirements established below. *Amended 6/27/95, 8/6/96, 7/21/98 & 6/27/00*

• Attendance

Meet attendance requirements.

• Curriculum

The curricular approach for high school Varying Exceptionalities, Emotionally Handicapped or Severely Emotionally Disturbed and Educable Mentally Handicapped shall be a regular education curriculum that follows the Florida Sunshine State Standards with appropriate modifications. The Kansas Learning Strategies model, Direct Instruction, and Precision Teaching are the instructional approaches to be utilized to enhance curriculum acquisition. *Adopted 7/21/97*

**3. Special Diploma Option 1**

*Revised 7/23/91 & Amended 6/27/9, 7/21/98, & 6/27/00*

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- Requirements

Any student classified as Educable Mentally Handicapped, Trainable Mentally Handicapped, Profoundly Mentally Handicapped, Deaf or Hard of Hearing, Specific Learning Disabled, Physically Impaired, Autistic or Emotionally Handicapped may be awarded a special diploma if the following requirements are met:

  - Complete course requirements as outlined below:

Language Arts	- Three (3) credits
Mathematics	- Three (3) credits
Social Studies	- Two (2) credits
Science	- One (1) credit
Physical Education	- One (1) credit
Life Management Skills	- One Half (1/2) credit
Employability Skills	- One Half (1/2) credit
Electives	- Eleven (11) credits

(Vocational, Practical Arts, OJT, etc.)

Total: 22 Credits (11 required, 11 elective)
  - Students must have a 2.0 Grade Point Average (GPA) to be eligible for a special diploma.
- Attendance

Meet attendance requirements.
- Curriculum

The curricular approach for high school exceptional students shall follow the Florida Sunshine State Standards for Special Diploma Option 1. Moderately and severely disabled students will use a curriculum appropriate to the developmental level of the student.
- Beginning with the 2000-2001 ninth (9th) grade class, a student must demonstrate competency in the Sunshine State Standards at the expected levels of functionality as identified by the IEP team.
- Any exceptional student excluding Visually Impaired who has acquired appropriate credits for a regular high school diploma but did not pass the High School Competency Test (HSCT) can be issued a Special Diploma Option 1.
- Note: Visually Impaired students are not eligible for a special diploma at this time. *Amended 6/27/95*

*Authorization: 6A-1.095, FAC*

**4. Special Diploma Option 2**

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- Requirements

In accordance with Rule 6A-1.0996, FAC, exceptional students who demonstrate mastery of specified employment and community competencies may graduate with more or less than four years of attendance in grades 9-12. *Amended 6/27/95 & 7/21/98*

- Complete course requirements as outlined below:

- Language Arts - Two (2) credits
- Mathematics - Two (2) credits
- Electives - Seven (7) credits  
(Vocational, Practical Arts, OJT, etc.)

Total: 11 Credits (4 required, 7 elective)

This can be modified only by specific permission from the Director of Exceptional Student Education.

- Students must have a 2.0 Grade Point Average (GPA) to be eligible for a special diploma.

- The student shall be at least sixteen (16) years of age to be considered for this option, and shall be at least eighteen (18) years of age to graduate.

- The student shall satisfactorily demonstrate employment and community competencies while employed full-time at least 25 hours per week in a community based job for a minimum of one semester, unless the student is placed in supported competitive employment. In this case, the student must be employed for at least 20 hours per week, for the equivalent of one semester.

- The student's individual education plan shall include a transition plan containing annual goals and short-term objectives related to the employment and community competencies. *Amended 6/27/95*

- A training plan shall be developed and signed by the student, parent, teacher, and employer. The plan shall identify the job specific employment and related community competencies, the criteria for determining and certifying mastery of the competencies, the work schedule and the minimum number of hours to be worked per week, a description of the supervision to be provided by the school district staff, and any special considerations. *Amended 6/27/95*

- Attendance

Meet attendance requirements.

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- Curriculum *Amended 7/21/98*  
All exceptional education students will also be monitored on the Revised Performance Standards for Exceptional Students. The Revised Performance Standard Tracking Form should be used for students to evaluate the student's progress each year. Mastery of the standards shall be determined by each teacher utilizing the evaluation modes specified in the Individual Education Plan. Mastery is not required for students who meet the criteria for Special Diploma Option 2. *Amended 6/27/95*
- Option 2 does not require mastery of the Sunshine State Standards. *Adopted 6/27/00*

**5. Certificate of Completion** *Adopted 6/27/95*  
Any exceptional student who has acquired appropriate credits for a high school diploma, but did not pass the High School Competency Test, shall be issued a Certificate of Completion.

**6. Special Certificate of Completion** *Amended 6/27/95, 7/21/98 & 6/27/00*  
Any Educable Mentally Handicapped, Trainable Mentally Handicapped, Profoundly Mentally Handicapped, Deaf or Hard of Hearing, Autistic, Specific Learning Disabled, or Physically Impaired student whose ability to communicate orally or in writing is seriously impaired, or Emotionally Handicapped student who meets all graduation requirements for his or her exceptionality but is unable to meet appropriate special minimum standards, shall be awarded a special certificate of completion.

**7. Changing Diploma Options** *Adopted 6/27/95*  
To ensure that students may select and move between the Special Diploma options, and between courses of study leading to Standard and Special Diplomas, credits and performance standards will be reviewed and student course schedules will be developed to meet the requirements of the option selected.

**8. Transfers**  
Any exceptional student transferring into the Osceola School District and determined eligible for a special diploma shall be eligible to graduate based upon the requirements of the school district from which he or she is transferring.

**9. Extended School Year Services** *Adopted 6/27/00*  
The determination of Extended School Year (ESY) services is a decision of the Individual Educational Planning team and should be provided for the student if the skills learned during the school year will be significantly jeopardized through regression without them.

**F. Types of Diplomas** *Adopted 9/17/96, Amended 6/15/99 & 6/27/00*

Students in Osceola County Schools may earn the following types of diplomas:

1. **Regular Diploma**

A Regular Diploma shall be issued to students who meet the conditions set forth in this Pupil Progression Plan section IV, except for those students who successfully enroll in and complete the GED Exit Option Program. This must include passing the High School Competency Test (HSCT) or achieving an acceptable score on the Florida Comprehensive Assessment Test (FCAT).

*Amended 7/23/91 & 6/27/00*

2. **Regular Diploma -- GED Exit Option**

A Regular Diploma-GED Exit Option shall be issued to students who meet the conditions set forth in the Pupil Progression Plan. *Adopted 6/27/00*

• Requirements

To meet the requirements for a regular high school diploma under the GED Exit Option, a student shall:

- Meet the program eligibility criteria and be enrolled in a Dropout Program, Teenage Parent, Department of Juvenile Justice, or Second Chance School Program;
- Be currently enrolled in a high school or alternative program;
- Be a minimum of 16 years of age;
- Demonstrate a 9.0 or above reading level as measured by a state-approved assessment instrument, pass the HSCT or FCAT, or demonstrate successful completion by the end of the programmatic year, and
- NOT be eligible to graduate before the date of the class with whom a student enters kindergarten.

• Attendance

Meet attendance requirement

• Curriculum

Students must be enrolled in a minimum of six courses throughout the academic year. The courses must include the following:

- Applied Communications
- Economics/American Government
- Algebra, Algebra 1A, or Applied Math 1
- Any combination of a secondary or postsecondary technology or a vocational course of study, career preparation or on-the-job training

- Students must complete the prescribed program in order to obtain a regular high school diploma through the GED Exit Option Program as well as complete a career portfolio.
- All students obtaining a regular diploma under the GED Exit Option must successfully pass the GED Test and the HSCT.
- A grade point average (GPA) of 2.0 or above must be maintained in the coursework taken through the GED Exit Option Program.

3. Special Diploma

- Option I *Amended 7/23/91, 6/28/94 & 7/21/98*  
A Special Diploma shall be awarded to properly classified Educable Mentally Handicapped, Trainable Mentally Handicapped, Profoundly, Mentally Handicapped, Hearing Impaired, Specific Learning Disabled, Emotionally Handicapped, Physically Handicapped whose ability to communicate orally or in writing is seriously impaired. Students must also master the Revised Performance Standards according to assigned State performance levels.

These performance standards must be documented by the exceptional student teacher starting when the student is initially placed into an exceptional Student Education program and progressing through graduation from high school. Specific grade levels for completion are given to designate when the child should master the appropriate competency. *Amended 7/21/98*

The Revised Student Performance Standards for Exceptional Students Tracking Form should be used for students that will be graduating from high school. Any exceptional student excluding Visually Impaired who has acquired appropriate credit for a regular high school diploma, but did not pass the HSCT or FCAT can be issued an Option I special diplomas. *Amended 7/21/98 & 07/01/02*

Beginning with the 2000-2001 ninth (9th) grade class, a student must demonstrate competency in the Sunshine State Standards at the expected levels of functionality as identified by the IEP team. *Adopted 6/27/00*

- Option II *Adopted 7/21/98*  
A Special Diploma Option II shall be awarded to any exceptional student, excluding visually impaired, who demonstrates mastery of specified employment and community competencies. The student may graduate with more or less than four years of attendance in grades 9-12. This student must satisfactorily complete the equivalent of eleven credits as specified and be employed full-time at least 25 hours per week in a community based job for a minimum of one semester unless the student is

1 placed in supported competitive employment. In such cases the student  
2 must be employed for the equivalent of one semester. The student's  
3 Individual Education Plan and training plan shall be developed to identify  
4 job specific competencies.

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6 The student must also be at least sixteen (16) years of age to be considered  
7 for this option and shall be at least eighteen (18) years of age to graduate.

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9 Option 2 does not require mastery of the Sunshine State Standards.  
10 *Amended 6/27/00*

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12 **4. Certificate of Completion** *Amended 7/23/91*

13 A Certificate of Completion shall be issued to all students who acquire  
14 appropriate credits for a high school diploma but do not pass the HSCT or  
15 FCAT.

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17 **5. Special Certificate of Completion**

18 A Special Certificate of Completion shall be issued to an eligible exceptional  
19 education student who meets the requirements for his exceptionality, but is  
20 unable to meet the appropriate special state minimum requirements.

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22 **6. Adult High School Diploma** *Amended 7/23/91, 7/29/97, & 6/27/00*

23 Adult students completing all established credit requirements receive a  
24 Regular Adult High School Diploma.

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26 **7. College Ready Diploma** *Adopted 6/15/99*

27 Students who meet the following requirements will be awarded a  
28 differentiated college-ready diploma:

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- 31 • Complete the requirements for a standard high school diploma as  
32 prescribed by Florida Statute 232.246. Among courses taken to fulfill the  
33 24 academic credits requirement, a student must take high school courses  
34 adopted by the Board of Regents and recommended by the State Board of  
35 Community Colleges as college-preparatory academic courses.
  - 36 • Take the postsecondary common placement test prescribed in Florida  
37 Statute 240.117, or an equivalent test identified by the State Board of  
38 Education, before graduation and score at or above the established  
39 statewide passing score in each test area.
  - 40 • A college-ready diploma entitles a student to admission without placement  
41 testing to a public postsecondary education program for a period of two  
42 (2) years after earning the college-ready diploma.
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45 **8. Florida High School Diploma** *Amended 7/23/91*

1 Students or residents who are eighteen (18) years old or older and students  
2 who have met all requirements for graduation except the attainment of a 2.0  
3 cumulative grade point average may apply to take the GED exam.  
4 *Amended 9/17/96 & 7/29/97*

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8 **9. Adult Special Diploma** *Adopted 9/17/96*

9 Any adult student who is twenty-one (21) or older and classified as educable  
10 mentally handicapped, trainable mentally handicapped, profoundly mentally  
11 handicapped, hearing impaired, deaf, specific learning disabled, physically  
12 impaired, visually impaired, blind, autistic or emotionally handicapped may  
13 be awarded an adult special diploma if all requirements are met.  
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15 **G. Participation in Graduation Ceremonies**

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17 1. Seniors participating in high school graduation ceremonies shall have  
18 completed all requirements for graduation as set forth in this Pupil  
19 Progression Plan. Seniors receiving a Certificate of Completion or a Special  
20 Certificate of Completion will also be eligible to participate in the ceremonies.  
21 *Amended 6/28/94*

22  
23 2. Graduation ceremonies will be scheduled at the end of the regular academic  
24 year and at the close of the second summer session each year.

25  
26 3. Students enrolled in a District K-12 dropout prevention program and earning a  
27 GED equivalency diploma may participate in the graduation ceremony of the  
28 high school in their attendance zone. *Amended 7/23/91*

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30 **H. Award, Certificate, and Scholarship Criteria**

31 *Revised 6/29/93 & Amended 7/29/97 & 7/21/98*

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33 **1. Florida Bright Futures Scholarship Program**

34 Florida Bright Futures Scholarship Program provides for tuition and fee  
35 reimbursement for undergraduate studies at a public or private university,  
36 community college or vocational/technical school. The three scholarship  
37 awards within the Bright Futures Scholarship Program are the Florida  
38 Academic Scholars Award, Florida Merit Scholars Award, and Florida Gold  
39 Seal Vocational Scholars Award. Each has specific criteria that must be met.  
40 However, to be eligible for an initial award from any of the three types of  
41 scholarships, a student (to include an LEP student) must: *Amended 6/15/99*

- 42  
43 • Complete a Bright Futures Scholarship Program Student Authorization  
44 Form by spring graduation.  
45  
46 • Be a Florida resident.  
47

- 1 • Earn a Florida standard high school diploma or its equivalent.
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- 3 • Be accepted by and enrolled in an eligible Florida public or independent
- 4 postsecondary education institution.
- 5
- 6 • Enroll in a postsecondary institution in Florida for at least six semester
- 7 credit hours or the equivalent.
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- 9 • Not to have been found guilty of, or pled nolo contendere to, a felony
- 10 charge.
- 11
- 12 • Use the award within three years of graduation.
- 13

14 **2. Florida Academic Scholars Award**

15 The Florida Academic Scholars Award is designed to encourage and to  
16 recognize outstanding performance and academic achievement by high school  
17 students (FS 240.4025). In order to qualify for the Florida Academic Scholars  
18 Award, a student must:

- 19
- 20 • Meet the general eligibility requirements for the Florida Bright Futures  
21 Scholarship Program.
- 22
- 23 • Achieve a 3.5 unweighted grade point average on a 4.0 scale, or its  
24 equivalent, in high school courses that are adopted by the Board of  
25 Regents and recommended by the State Board of Community Colleges as  
26 college-preparatory courses.
- 27
- 28 • Attain at least a combined score of 1270 on the Scholastic Aptitude Test  
29 or 28 on the American College Test.
- 30
- 31 • Have attended a home education program according to s. 232.02(4) during  
32 grades 11 and 12, and have attained at least the above test scores.
- 33
- 34 • Have been awarded an International Baccalaureate Diploma from the  
35 International Baccalaureate Office; or
- 36
- 37 • Have been recognized by the merit or achievement programs of the  
38 National Merit Scholarship Corporation as a scholar or finalist.
- 39
- 40 • Must complete a program of community service work, as approved by the  
41 district shall include a minimum of 75 hours of service work and require  
42 the student to identify a social problem, and address, evaluate, and reflect  
43 upon the problem through papers or other methods of presentation.
- 44
- 45 • Maintain the equivalent of a 3.0 grade point average on a 4.0 scale for all  
46 postsecondary education work attempted and the student remains eligible  
47 to renew the Florida Academic Scholars Award. One opportunity for

reinstatement of this award will be given if the grade point average falls below the 3.0 requirement.

**3. Florida Merit Scholars Award**

To be eligible for Florida Merit Scholars Award the student must:

- Meet the general eligibility requirements for the Florida Bright Futures Scholarship Program.
- Achieve an unweighted grade point average of 3.0 on a 4.0, or the equivalent, in high school courses that are adopted by the Board of Regents and recommended by the State Board of Community Colleges as college-preparatory academic courses.
- Has attained a combined score of 970 on the SAT or a score of 20 on the ACT.
- Maintain the equivalent of a 2.75 grade point average on a 4.0 scale for all postsecondary education work attempted and the student remains eligible to renew the Florida Merit Scholars Award. The student will receive one opportunity to reinstate the award if the grade point average falls below a 2.75.

**4. Florida Gold Seal Vocational Scholars Award**

The Florida Gold Seal Vocational Scholars Award recognizes and awards academic achievement and vocational preparation by high school students. High school students may participate in this program in accordance with Florida Statute 232.2467 and State Board Rule 6A-1.092. In order for a student to qualify for the Florida Gold Seal Vocational Scholars Award students must meet the general eligibility requirements of the Florida Bright Futures Scholarship Program along with the following criteria:

- Complete three vocational credits in a sequential program of studies, or  
An equivalent dual enrollment course/program; *Adopted 7/29/97*
- From a weighted GPA (based on the Statewide Scholarship Weighting System) using the core 15 credits required for graduation or for 1998 & 1999 Seniors, earn a 3.0 unweighted GPA using the minimum of 3 sequential vocational credits.
- Earn an unweighted grade point average of at least 3.5 in courses comprising the vocational program;
- Beginning with the year 2000 graduates, earn the following required credits:



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- Parents are to be notified in writing at any time during a grading period when it is apparent that the student may not pass or is performing unsatisfactorily in any course or grade level. The county Deficiency/Progress Report and/or approved electronic Progress Report form will be used for this notification.  
*Amended 6/15/99 & 6/27/00*
- Progress Reports may be issued at the end of the extended year programs and services, i.e., summer school, Saturday school, before and after school programs.  
*Adopted 6/27/00*
- Report cards for Limited English Proficient (LEP) students must be in the primary language of the parent/guardian, whenever feasible. These primary language report cards are to be attached to the English report card. *Adopted 6/27/00*
- Adult Education students will be issued a Certificate of Attendance or a Certificate of Program Completion upon request. *Amended 6/29/93 & 6/27/95*

**C. General Rules of Awarding Grades and Credit**

1. Report card grades are to provide the student and the student’s parents(s)/guardians(s) with an objective evaluation of the student’s scholastic achievement and effort. Students and parents are to be advised of the grading criteria employed in the school and in each class at the time of enrollment.
2. Marks are based on the quality of student performance relative to expected levels of achievement of the Sunshine State Standards.
3. The student’s academic grades are to reflect academic achievement. The quality of the work will be assessed by multiple measures that include, but are not limited to:
  - teacher observations (oral presentations or reports, speeches, recitations, impromptu speaking, student participation and demonstrations);
  - classroom assignments (reports, term or research papers, models, projects, exhibits, posters, computer programs and homework);
  - examinations (essay, multiple-choice and completion tests, oral tests and skill tests requiring demonstrations);
  - alternative methods (portfolios and performance assessment).*Amended 07/01/02*
4. Grades in conduct are to be assigned independently of academic achievement. Standards for grading in these areas are to be explained to the students.
5. A remedial student making a C or better at grade level for two (2) grading periods shall be considered for placement in the regular classroom.

## DRAFT PENDING BOARD APPROVAL

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6. Students who enroll in school or class late shall be allowed to make up the class work. In order to receive full semester credit, a student must be enrolled in any school a minimum of forty-five days.
7. A sufficient number of grades/marks will be recorded to justify the marking-period grade/mark. A marking-period grade is not based solely on a single project. Passing grades on report cards indicate that the student is working within a range acceptable for the grade or subject, unless the subject is clearly identified as remedial.
8. To receive a report card a student shall have been enrolled in school at least  $\frac{1}{2}$  of the forty-five day grading period as established by the official school calendar. If a high school student is enrolled for less than one-half ( $\frac{1}{2}$ ) of the forty-five day grading period, a report card shall be issued, but a grade is not required. The report card needs to reflect the date of entry and attendance record. If a student withdraws, he shall be issued a grade on the withdrawal form as of the date of withdrawal. *Amended 7/2/96 & 6/27/00*
9. Students are to receive grades in all subjects in which they have received instruction that grading period.
10. If the principal of a school feels it is necessary to change a pupil's grade in any subject at the end of a grading period, the principal shall consult with the teacher regarding the necessary change. If the change is made after official notification has been made to the parents, a copy of the principal's reasons shall be placed in the pupil's cumulative folder.
11. A student shall complete a semester's work in order to be promoted or to receive credit for the semester's work. Students who complete the semester's work, except taking the final examinations, may at the discretion of the principal, arrange to take the examination prior to the opening of the next succeeding school year.  
  
Work or credit earned from a non-accredited school or school from outside Osceola County shall be accepted toward graduation upon validation. Validation of credit may be made by the student's successful completion of a standardized test in the subject.
12. Grades will be awarded at the end of each grading period. These grades will reflect all work assigned and achieved during that grading period. Credit may be awarded at the end of a grading period (nine weeks or semester). *Amended 6/30/92 & Amended 6/27/95*
13. Final grades may be awarded on a semester or yearly basis in high schools or on a yearly basis in middle and elementary schools. *Amended 6/27/95*
14. When two nine weeks are used to determine a final grade, each nine weeks shall count 50% of the final grade. The total shall be divided by two (2).

**DRAFT PENDING BOARD APPROVAL**

When a semester exam is given, each of the nine weeks grades shall count 40% and the exam grade shall count 20% of the final grade, and the total shall be divided by five (5). *Amended 6/30/92 & 7/2/96*

- 15. In grades 9-12, a numerical average is determined by the teacher, at the end of each nine (9) week grading period and the corresponding letter grade (as determined by the grading scale above) is recorded on the report card. If a semester exam is given, the numerical exam score is also converted to the corresponding letter grade as determined by the above grading scale. To determine the final grade, the numerical grades are averaged together, as outlined two paragraphs above, and numerical average will be converted to the corresponding letter grade from the grading scale, and reported on the report card. *Amended 7/2/96*
- 16. If an "I" (incomplete) is recorded on a report card, the requirements for which the incomplete was assigned must be satisfied within two weeks of the issuance of report cards or the "I" becomes "F". At the teacher's discretion a longer period of time may be allowed for make up work. *Amended 7/23/91 & 6/27/00*

**D. Description and Definition of Marks**

Schools shall adhere to the following evaluation plan for grading and reporting pupil progress. (For LEP, see below.) *Amended 6/15/99, 6/27/00, & 6/19/01*

**1. Grades 6-12 Percent Point Value Definition**

Effective July 1, 2001, Grades 6-12 will be given corresponding letter grades using the scale below: *Amended 6/19/01*

<b>GRADE</b>	<b>PERCENT</b>	<b>POINT VALUE</b>	<b>DEFINITION</b>	<b>PACER POINT</b>
A	90-100	4	outstanding progress	5
B	80-89	3	above average	4
C	70-79	2	adequate progress	3
D	60-69	1	lowest acceptable progress	1
F	0-59	0	failure	0
I	0	0	incomplete	0

**2. Pacer Point Scale for Determining Class Rank and Valedictorian/ Salutatorian**

1 All high schools will utilize a Pacer Scale for honors courses as a means to  
2 determine senior class rank and valedictorian/salutatorian selections. These  
3 determinations will be made at the end of the eighth semester and will include  
4 all high school courses taken. Pacer Points will be assigned based upon the  
5 Grading Scale adopted by the School Board. High schools will assign the  
6 Pacer Points to dual enrollment college courses and to all level 3 courses as  
7 defined in the Course Code Directory except level 3 courses in physical  
8 education. Pacer Points will **not** be used when determining the 2.0 grade  
9 point average required for graduation, or the final grade point average.  
10 *Adopted 7/29/97, Amended 6/15/99, 6/27/00 & 6/19/01*

11  
12 **E. Guidelines for Grading and Reporting Academic Progress of LEP**  
13 **Students** *Revised 6/27/00*

14  
15 The course grade and academic progress of LEP students will be based on the results  
16 of teacher observation, alternative assessments, and modified tests used to assess the  
17 understandable instruction provided through the use of ESOL teaching strategies,  
18 appropriate instructional materials, and curriculum modifications.

19  
20 If there is a continued pattern of failure in classroom performance and assessments,  
21 the LEP committee shall meet to review the reasons for the student's lack of progress.  
22 The reason(s) documented for the academic under-performance of an LEP student  
23 **cannot imply** that he/she needs an extra year to learn English or that it is due to the  
24 student's lack of English proficiency.

25  
26 The following documentation needs to be in the student permanent records:

- 27 ■ Documentation of the ESOL strategies used by the ESOL language arts  
28 and basic content area teacher(s) to provide understandable instruction,  
29 including the alternative assessment instruments and test modifications  
30 used to evaluate the student's academic progress.
- 31 ■ The records of parental contacts or attempts made to inform the  
32 parent/guardian of the student's under-performance. When applicable,  
33 copies of the deficiency reports signed by the student and parent/guardian.  
34 Notices to parent/guardian of LEP students must be provided in the  
35 home/native language, whenever feasible.
- 36 ■ The instructional support requested by the teacher(s) to provide additional  
37 assistance for the student from the ESOL Assistant and Compliance  
38 Specialist available at the school.

39  
40 **F. District/ State Assessment Programs**

41  
42 All students must participate in all regular district and state assessments for  
43 accountability purposes (*Florida Statute 229.57*).

44  
45 Parents are to be advised of their child's performance on all standardized tests  
46 administered as part of the countywide testing program.  
47

Home education students who wish to participate in the Florida Comprehensive Assessment Test (FCAT) may do so under the following conditions:

*Adopted 6/19/01*

- Home education students may take the FCAT only at the school for which they are zoned.
- Home education students must abide by all the rules of the Student Code of Conduct while on any Osceola County school campus. Failure to do so will result in the removal of the student from the campus and loss of testing privileges.
- Home instruction parents must notify the appropriate school(s) of their intention to participate in testing at least two weeks in advance of the scheduled assessment.

**E. Modifications of District/ State Assessments for Special Program Students** *Adopted 07/01/02*

**1. LEP Students**

The LEP Committee will review each ESOL student’s progress to determine whether a modification is necessary. Test modifications, based on the recommendations of the LEP Committee, may include: **flexible setting, flexible scheduling, flexible timing, English/heritage language dictionary, and assistance in the heritage language.**

**2. Students with Disabilities**

**a. 504 Students**

Students with 504 plans may receive modifications on both district and state assessments. The multidisciplinary team should refer to the student’s past performance on standardized tests and the classroom modification section of the 504 Plan to determine if the impairment substantially interferes with his/her performance. If so, the multidisciplinary team will determine the necessary modifications for district and state assessments.

Modifications may include: **flexible setting, flexible scheduling, flexible timing, flexible responding, flexible presentation, and/ or flexible format.**

**b. ESE Students**

Test modifications during district/state testing will be implemented as specified in the student’s IEP. The IEP must specify:

- assessment name,
- area of assessment (e.g., reading, mathematics, etc.),
- standard administration, and

- modification(s):
  - ✓ flexible setting,
  - ✓ flexible scheduling,
  - ✓ flexible timing,
  - ✓ flexible responding,
  - ✓ flexible presentation, and/ or
  - ✓ flexible format.

**F. Exemptions from District/State Assessments for Special Program Students *Adopted 07/01/02***

**1. LEP Students**

An LEP student whose Home Language Survey (HLS) date precedes a district/state testing date by less than one year may be exempted individually by specific action of the LEP Committee. **It is strongly recommended all be tested.** A district-approved alternate assessment must be administered to those LEP students who have been exempted from a district and/or state assessment.

**2. Students With Disabilities**

**a. 504 Students**

Students with 504 plans **may not** be exempted from state assessments.

**b. ESE Students**

The IEP committee determines whether a student with a disability participates in state and district assessments. The decision to exclude any student with a disability must be documented on the IEP and must meet the following criteria:

- the student demonstrated cognitive ability prevents the student from completing required coursework, and achieving the benchmarks of the Sunshine State Standards, even with appropriate and allowable accommodation; AND
- the student requires extensive direct instruction to accomplish the application and transfer of skills competencies needed for domestic, community living, leisure, and vocational activities.

Students who are excluded from state and district assessment will be assessed through an alternate assessment procedure identified by the IEP team and documented on the IEP.